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THE NDEA GEOGRAPHY INSTITUTES EVALUATION PROGRAM, 1965 SUMMER INSTITUTES. FINAL REPORT.

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AN EVALUATION WAS CONDUCTED OF THE EFFECTIVENESS OF THE FIRST SUMMER'S ADVANCED INSTITUTES IN GEOGRAPHY PROGRAMS, WHICH WILL SERVE AS A GUIDE TO THE DESIGN AND OPERATION OF FUTURE INSTITUTES. A TEAM OF NINE EVALUATORS VISITED 20 OF THE 40 INSTITUTES AND FOCUSED THEIR EVALUATION ON (1) EFFECTIVENESS OF COMMITMENT, PERSONNEL, AND GEOGRAPHICAL CONCEPTS PRESENTED, (2) DEGREE OF MATERIAL INTRODUCTION, TRANSLATION OF PROGRAM OBJECTIVES, AND STAFF AND PARTICIPANT CONTACT, AND (3) SUITABILITY OF FACILITIES, PARTICIPANTS, AND EDUCATIONAL MEDIA. THE FINDINGS WERE CONSIDERED IN NINE CATEGORIES. THE CATEGORIES AND COMMENTS WERE (1) OBJECTIVES--ATTEMPTS WERE GENERALLY MADE TO ACHIEVE THEM, (2) CURRICULUM CONTENT--THERE WAS SOME DISPARITY AMONG PROGRAMS, (3) INSTRUCTIONAL STRATEGIES--MOST INSTITUTES FELL SHORT OF A TRULY INTEGRATED PROGRAM, (4) TRAINING AND USE OF MEDIA--MOST INSTITUTES WERE EQUIPPED AND SOME USED THEM WELL, (5) STAFF--FEW DIRECTORS DID NO TEACHING, HALF DID CONSIDERABLE TEACHING, AND IT WAS FELT DIRECTOR RELATIONSHIPS REQUIRE CLOSER COORDINATION, (6) PARTICIPANTS--SOME DEGREE OF DISENCHANTMENT WAS NOTED BETWEEN THEM AND THE STAFF, (7) EVALUATION AND ACCREDITATION POLICIES--TESTS WERE GENERALLY OBJECTIVE AND ACCREDITATION WAS TREATED WITH CARE AND FULL DISCLOSURE, (8) DISCHARGE OF SOCIAL RESPONSIBILITIES--ABOUT HALF GAVE LITTLE ATTENTION TO PLANNING SOCIAL ACTIVITIES, WHILE AT OTHERS THEY WERE FOUND TO BE IN AN IMPORTANT ROLE IN THE STRUCTURE OF THE INSTITUTES' TIME, AND (9) MISCELLANEOUS (FACILITIES, LIBRARIES, MOTIVATION, AND FOLLOWUP PLANS)--COMMENTS WERE PRESENTED FOR EACH ITEM. (RS)

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FINAL REPORT

of

The NDEA Geography Institutes Evaluation Program

1965 Summer Institutes

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Washington, D. C.
November, 1965

A Project of the
Association of American Geographers —
National Council for Geographic Education

PREFACE

These are the findings of the NDEA Geography Institutes Evaluation Program, sponsored by the Association of American Geographers and the National Council for Geographic Education, and supported by a grant from Title XI of NDEA, in review of the 1965 Summer NDEA Geography Institute.

In presenting this report of the Evaluation Team to the U.S. Office of Education, we are particularly conscious of the problems involved in developing objective procedures for evaluating a program with which the geographical profession as a whole and we as individuals have such strong sympathy and hopes. Criticism has been leveled as a basis for constructive change. Questions have been raised in the hopes that they will stimulate answers.

We trust that this report will serve as a guide and encouragement to geography departments at institutions of higher learning throughout the country to intensify their interest both in the NDEA Geography Institutes Program specifically and in the more general process of strengthening geography at the pre-college level.

Saul B. Cohen

Saul B. Cohen, on behalf of
Association of American Geographers -
National Council for Geographic Education

November, 1965.

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INTRODUCTION

Intent of Evaluative Program

Under Title XI of the NDEA, over $2,000,000 has been spent during the summer of 1965 for Advanced Institutes in Geography. The geographical profession through its pertinent academic bodies--the Association of American Geographers and the National Council for Geographic Education--and the directors of the 40 institutes of geography that were conducted were concerned with the need to evaluate the effectiveness of this, the first summer's institute programs, as a guide to the design and operation of future institutes. As many as 8,000 elementary and high school teachers may receive training at Advanced NDEA Institutes of Geography over a period of four years. The need to identify, evaluate, and clarify such problems as objectives, curriculum content and integration, participant selection, staff structure, and translation of materials into a form that can be used by teachers in their classroom experience is pressing.

The NDEA Geography Institutes Evaluation Program was conducted by a principal geographer-evaluator, two associate geographer-evaluators and three consultants (two associate geographer-evaluators and one educational media specialist). The program was administered by the then Executive Officer of the Association of American Geographers. This team organized its program with the assistance of a leading educational evaluator and his staff and had the research staff services of a junior educational evaluator.

The team consulted with the Joint Committee on Education of the Association of American Geographers--National Council for Geographic Education, which holds over-all responsibility for promoting geographic education in the United States. The 20 institutes visited represent half of all 1965 geography institutes. They were evaluated in depth, upon invitation of the institution concerned. Another four were visited by the educational media specialist. Altogether, visits by geography and educational media specialists covered 60% of all geography institutes. The criteria employed in selecting the institutes to be visited were: regional representation, size and type of institution, logistics, institute type and organizational structure.

The evaluation focused on:

1. Effectiveness with which concept of an institute as total commitment was carried out.
2. Effectiveness of instructors and supervisors and appropriateness of their work load.
3. Effectiveness of geographical concepts presented.
4. Degree to which new and standard materials were introduced.
5. Ability of program to translate its objectives to the needs of teachers for carrying on their work subsequently.
6. Degree of contact between staff and participants.
7. Appropriateness of participant work load.
8. Suitability of facilities.
9. Suitability of participants' selection processes in terms of program objectives.
10. Educational media--composition, accessibility and their use.

Evaluation Team

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Summary-Conclusions

The findings of the NDEA Geography Institute Evaluating Team, considered as eight broad dimensions, are summarized briefly below. A ninth category, labelled Miscellaneous, includes items of significance otherwise not included.

1. Objectives

The chief objective of the institutes in geography was to improve the qualifications of those who were engaged in teaching the discipline at the elementary and secondary school levels.

Other objectives included: the acquisition of factual knowledge, the communication of the conceptual structure of geography, the improvement of the teacher's understanding of new materials, the mastery of new teaching methods, and the inculcation in the participants of a positive attitude toward the discipline.

Attempts to achieve all of the objectives were made by a number of the institutes. Several could not adhere to their stated objectives in toto. Conflicts between stated objectives and actual performances were noted.

2. Curriculum Content

Programs designed to work out the objectives fell into two categories: those oriented around traditional geography courses and those that were attempts at integration often revolving about a central theme or themes. Twelve of the institutes chose the former pattern, eight the latter.

In the traditional course pattern, physical and cultural geography, geography as a discipline, and the teaching of geography were featured. Other offerings trailed badly. Of the eight integrated efforts four were centered on a physical-cultural theme.

Field trips, seminars, laboratory assignments and recitations, and the use of guest lecturers supplemented both patterns. Coordination was a problem in both.

A point carefully considered was the gap in geographical attainments of the participants. It was often wide. Several of the institutes attempted to close the gap by remedial work and other means.

3. Instructional Strategies

Seven aspects of instructional strategy were considered: the integration of the total instructional program, instructional methods, use of educational

media, instructional techniques, length of institute program, institute schedule, and the relation of participant composition to the instructional program.

The major findings are herein cited:

Most institutes fell short of the work of a truly integrated program.

Institute instructors used traditional teaching approaches in both physical and cultural geography.

Of the teaching methods used the lecture predominated. There was favorable reaction from participants when field trips and laboratory exercises were well organized and effectively executed. In a number of the institutes the laboratory method was criticized as "busy work." Many of the guest lectures were not properly coordinated into the institute program.

The instructional use of educational media was weaker in the classroom than might have been anticipated.

Participants claimed that they were too pressed for time. Schedules were crowded. A rigorous selection of substantive matter for inclusion in institute programs would appear to be vital.

4. Training in the Use of Educational Media

The use of slides, maps, overhead projector transparencies, films, pictures, programmed materials, recordings, and other educational media were critically reviewed.

Slides were mostly well used. Many institutes made limited use of the overhead projector. Some, however, used it well.

Films, pictures, programmed materials, and recordings – especially the last two – were not extensively used.

At most institutes a well-equipped, and well-staffed audio-visual center was available. Some institutes used them well; others did not. The same can be said for curriculum materials centers.

5. Staff – Composition and Responsibilities

Questions concerning the role of the director, his connection with the college or university administration, the size of the staff, the background and function of the assistants, the coordination of the institute faculty, the relationship between the institute and the college and university, to NDEA, and other bodies, and the staff-participant relationship were all considered.

An Institute-Staff Profile points out, for example, that few directors did no teaching and half did full-time or considerable teaching. Few of the associate directors carried on meaningful administrative responsibilities. Full-time senior faculty members averaged 2.6 per institute. The evaluators feel that the director should relieve himself of as much administrative burden as possible during the course of the institute, should do some teaching, and should be thoroughly conversant with the lecture experiences of the staff. In general, director-relationships require closer coordination.

Wide and frequently injudicious use of guest lecturers suggests a need for more limited but more intensive use of visitors who will be more closely coordinated with the program.

The evaluators feel there is a need to develop a roster of geographers, particularly those interested in the educational aspects, to help strengthen individual staffs.

6. Participants

The participants varied considerably in age, geographical background and knowledge, and teaching experience. They came from many states, but the

majority attended institutes within their own or neighboring states. Few came from outside their respective regions. Participants for two of the special institutes, however, arrived from well outside the state or region. The majority were men, married, and between the 26 to 35 age group.

Participants were chosen in many ways, based largely upon letters of recommendation, grades, hours earned in geography, need, and on letters written by the participants themselves.

Directors often complained that the participants were not as capable as they had expected them to be. Participants often claimed that their instructors were not vitally concerned with their needs.

7. Evaluation and Accreditation Policies

Tests given the institute participants were generally of the objective variety (true-false and multiple choice). Teaching teachers by example the construction of conceptual essay examinations was conspicuously lacking. Grades, of course, were given for the tests. Other grades were given for assigned reports, field work, and laboratory exercises.

Final grades might be determined by a single examination, a paper, or some combination of activities and tests.

Several directors have questioned the wisdom of any grading policy.

Graduate credit was given in 18 of the 20 institutes visited. In the two others a certificate for completing the course was issued.

The evaluators strongly recommend that NDEA institutes treat accreditation with care and with full disclosure. An individual program can be set up with or without credit, but whatever the decision, proper announcement should be made in the brochure and in the letter to the participants.

8. Discharge of Social Responsibilities

At about half of the institutes visited little attention was given to the planning of social activities. At the others social activities played an important role in the structure of the institute's time.

Directors who favored social activities felt that they enhanced the fulfillment of institute objectives, contributed to the learning process, and had a favorable influence on participant morale.

Participants favored the social activities, but preferred that they be purely voluntary. Participants wanted a minimum of interference with family living.

9. Miscellaneous

The miscellaneous items are concerned with physical facilities, libraries, student motivation, and plans for follow-up.

The physical facilities ranged from quite poor to excellent. Many colleges and universities provided the institutes with special classrooms. These were often well equipped, well lighted, and had excellent acoustics. In only a few cases were rooms strangely-shaped and lighting and acoustics poor. Many of the classrooms were air-conditioned.

Living quarters were excellent for the most part. The most widespread complaint: lack of air-conditioning. Food was good and relatively cheap.

While many of the colleges and universities have excellent general libraries, they were rarely used. Emphasis was upon departmental libraries within the institute. However, tight scheduling or narrow range of hours sometimes did not permit the effective use of these libraries.

In at least one institute where much reading matter was duplicated and where the necessary books were made available at the back of the classroom, little use was made of the library.

Most of the participants arrived at the institute highly motivated. Some were unprepared for the amount of work they were expected to do. Most directors were flexible enough to make changes under the circumstances; some were not. Morale suffered when too much work was expected.

Motivation plays a big role in participant morale. Ways and means must be found to motivate participants soundly.

Few institutes had concrete plans for follow-up. After all, follow-up can be laborious and expensive. The evaluators accordingly recommend a follow-up of a sample of participants from the 1965 summer institutes, and call upon the AAG-NCGE to seek appropriate support from the NDEA to mount such a program.

DIMENSIONS

INTRODUCTION

Responsibility for preparing each of the dimensions rests with one member of the team. The material presented however, represents the consensus of the evaluation team. In addition, all directors of 1965 Institutes had an opportunity to review and discuss these findings at the Denver meeting of Geography Institute Directors, on September 9, 1965. Certain clarifications have been introduced as a result of these deliberations.

Dimension 1

Objectives

The performance of the 20 institutes visited leads us to conclude that, in the broadest terms, all shared a single, primary goal, consistent with the authorization of the law under which they were created. This goal was to improve the qualification of the individuals who were engaged in or preparing to engage in the teaching of geography, or in the supervising or training of teachers of geography, in elementary or secondary schools.

Within the limits established by this general purpose we found a diversity of lesser, more specific goals. Taking the view that standards of staff selection, strategies of instruction and other aspects of institute management ought to be interpreted as means for the achievement of this diversity of ends, we open this report by examining those purposes.

To begin, it should be understood that the objectives declared in the original proposals were not always substantiated by institute performance. We do not refer here to instances of failure to measure up to expectations, but rather to cases where observation compelled the conclusion that certain goals other than those originally declared were actually in operation. The discussion that follows concerns the goals that served, we believe, as the principal regulators of institute conduct.

Increase of factual knowledge was the objective toward which the most learning hours were directed. Few institutes gave this goal top rank in their roster of declared aims, but its pre-eminence is made evident by the content of lectures, by the reading assignments of the participants, and by questions on exams. In saying "factual knowledge" we mean to include not only descriptive accounts concerning spatial processes in various parts of the world, but also definitions of terms--especially those of physical geography. It should be noted that the general manual which explains the intent of the authorizing law to institute organizers emphasizes "the mastery of subject matter." Given the normal interpretation of the meaning of "subject matter," this source, therefore, may be said to support this first objective.

All institutes could properly claim as a working objective, to some extent, the communication of the conceptual structure of geography to the institute participants. Considerable variation among the institutes occurred with respect both to the priority given to this objective and to the kind of structure involved. To illustrate the range of priorities, one institute declared as its practically exclusive concern the offering of "a program of advanced study in the conceptual structure of modern geography," and it followed through accordingly. At the other extreme was an institute that devoted itself so fully to developing an acquaintance with the local area that the conceptual structure of the field received scant explicit attention. As to the kinds of conceptual structuring put forward

by the institutes, we would suggest that probably all of the significant movements and inclinations within American geography today received expression this summer. It was apparent that the several presentations of a "modern" conceptual structure of geography were not in any sense congruent. Among the more traditional ventures there was also variety.

All of the institutes included among their goals--as they were required to do by the authorizing law--improvement in the teacher's understanding of new materials. Many of them took into account the relation between this requirement, as it appeared in Title XI of the law, and the provision in Title III of the same act that specified "materials and equipment" of instructional utility. Wherever this was done, a clarification of purpose resulted. The emphasis that was placed upon this objective ranged widely among the institutes, as will be made fully evident in another part of this report. At this point, it is appropriate to observe that three interpretations of "new" in the designation "new materials" were acted upon. Under the first interpretation, the new materials given institute treatment were simply up-to-date editions of such customary types of instructional resources as wall maps and globes. Under the second interpretation, materials that are more truly innovations were dealt with. For example, recenty produced specimens of programed learning were examined. Under the third interpretation--which was most widespread in its effect--materials were studied which, though thoroughly familiar within the geographic establishment of higher education, are still a novelty in the school classroom. Perhaps the best illustrations are the air photo and the topographic sheet, as objects of close, interpretive study.

The most uncertainly held objective was improvement in instructional procedure--or, as some prefer to say, teaching methods. Institute management showed an awareness, in all cases, of the fact that the authorizing law did not contemplate the creation of summer workshops, in the traditional sense of the term. At the same time, institute directors obviously felt a sense of obligation, generated by the passages both in the law and in the interpretive literature, that clearly pointed to a practical component in the course of study. In those sources, for example, a charge is made that goes beyond improving the teacher's understanding of new materials; it stipulates guidance in their use. Also, these sources call for recognition of the needs of the participants. It is generally known that these needs, if only in the opinion of the teachers themselves, include a need for assistance in the teaching act itself. We would suggest that improvement in teaching methods was pursued as a goal with the least stress in those institutes that gave the most attention to the aspects of the learning process wherein the teacher's point of view and the geographer's point of view practically coincide. For example, the teacher typically wishes to guide students toward an understanding of local surroundings. Accordingly, those institutes that emphasized field trip design and execution made contact with the teacher on his or her own terms while at the same time advancing widely accepted geographical purposes.

Finally, most of the institutes were organized and conducted with a specific affective intent. Their purpose was to induce in the participants a positive attitude toward geography. One institute aimed at the development of an enthusiasm among the participants for the role of geography in a child's general education. Another aimed at inspiring the participants toward self-education. In a sense, we are dealing here with a contingent objective that may be thought of as intertwined with all of the purposes previously cited. It would seem to deserve independent notice, however, for the following reason: its sensitivity to interference from those other objectives. The final reports made on the institutes by both staff and participants testify that on occasion the drive toward communication

of factual knowledge, for example, conflicted with the desire to stimulate the teacher toward self-generating progress. The remaining goals--even that of training in teaching procedures--showed themselves capable of creating the same kind of conflict. It must be added, however, that all of these preceding goals were shown to have a gratifying capacity for sustaining this final purpose. All demonstrated a potential for strong student motivation.

Dimension 2

Curriculum Content

Curriculum programs under the NDEA were designed "to promote marked advancement in the mastery of subject matter and of new instructional materials and techniques." In our own field, therefore, emphases were to be placed upon substantive work in geography per se and in the teaching of geography.

The institutes as such were to be closely integrated. All phases of the substantive work were to be coordinated and attention was to be focused upon the many problems which elementary and secondary school teachers or specialists encounter in the geographical field.

Participants in the institutes were expected to make more progress in improving their qualifications as teachers or supervisors in geography than they would by spending equivalent periods of time on separate graduate-level courses.

They, the participants, were to be the focal points around which the institutes spun. Programs were to be designed to meet their needs. Schedules were to be arranged so that participants could derive the utmost from their studies. If the participants arrived at the institutes with varying levels of preparation, separate and presumably homogeneous sections were to be created for them. In short, the institutes were created for the participants; and instructors were urged to adapt their teachings to the needs, capabilities, and backgrounds of their audience.

The 20 institutes evaluated gave evidence of the fact that many of the objectives set for the geography programs were actually accomplished; unfortunately, some were not. The evaluation recorded below attempts to analyze the 20 programs actually witnessed by evaluators, summarizes their findings, and culminates with a series of recommendations.

The Institute Programs

The geography institute programs for 1965 fell into two categories: those oriented around traditional geography courses--often carried in the college or university catalog--and those that were distinctly integrated efforts, at times revolving about a central theme or themes.

Twelve of the 20 programs were based upon traditional courses. Individual programs included Physical, Cultural, and World Regional Geography; Concepts in Modern Geography; Urban Geography; and Conservation of Natural Resources; or The Discipline of Geography; Physical Regions in Geography; and Modern Cultural Regions, among others.

Individual courses appearing under the traditional course-banner are listed below. The accompanying figures refer to the number of times they appear as distinct courses.

The figures indicate quite clearly the significance attached by geography institute staffs to Physical and Cultural Geography and to the nature of geography and its teaching. It must be pointed out, however, that the course offering in Geography as a Discipline was in at least two institutes held for only a one-week period. Its significance, of course, still holds true.

Table 1

Frequency of Course Offerings

Traditional Courses	Number of Occurrences
Physical Geography	7
Cultural Geography	5
Economic Geography	1
Urban Geography	1
Geography as a Discipline	6
The Teaching of Geography	6
Regional Geography	3
Local Geography	2
Natural Resources	2

Eight of the 20 institutes were integrated efforts based upon a central theme or themes. Four can be included in a Physical-Cultural theme; one was entirely Physical, another entirely Cultural. Still another was devoted entirely to Urban Geography and one to Resource Analysis in a particular river basin.

Institutes of both types supplemented their formal course work with field trips, seminars, laboratory assignments and recitations, and the liberal use of guest lecturers.

Far too many of the institutes offering their program under the traditional course-banner lacked curriculum cohesion. The courses were often treated as separate entities; they were often taught separately and graded separately. It would appear from the outside that little planning for coordination was done. Institute instructors were teaching their participants in the very same way they would have taught them in an ordinary college class.

A warning against the traditional course offering is expressed in A Manual for the Preparation of Proposals (NDEA Title XI Institutes for Advanced Study, Summer, 1966): "A mere assemblage of courses is not considered an adequate institute program." (p. 8)

A number of the integrated programs did not fare well either. Several suffered the same maladies as the traditional course programs. They were characterized by lack of cohesiveness, by little depth, and by excessive rigidity. Participants pointed out time and time again--in both program types--that they would have derived more from their work if concepts and ideas had been presented rather than insignificant statistical data and isolated facts. Some called for more work in the "tricks of the trade." Others complained of having been subjected to antiquated materials. A number of participants called for more field work.

The most widespread complaint, perhaps, can be summed up in still another participant's words:

> "I came here expecting to leave not only better informed but enthusiastic and inspired. We have been told repeatedly that they were going to make geographers out of us. I think there is a difference between preparing a person to become a geographer and training someone to teach geography in grades K-12."

This view merits every director's careful consideration.

In this connection it is necessary to consider the gap in geographical attainments among the participants. It was often quite wide. Directors' and staff members' reports indicate that the difference in a participant's having one, two, or three courses in geography as opposed to none made their teaching situations

difficult. Participants claimed that the instructional staffs paid little attention to this vital point. Some complained of being completely swamped by the amount of work and the new vocabulary they had to handle, and were often incensed and annoyed to find many of their co-participants finding the going easier because they had had a few geography courses. At one of the institutes the range extended from no college geography for two of the participants through 51-60 hours--at the top of the scale--for three of the participants.

Attempts were made to close the gap. In at least one institute participants were divided into their respective elementary and secondary school divisions. While this practice helped the instructional staff somewhat, it did not effectively close the knowledge gap for the participants. Several of the institutes experimented with remedial work. One such group was organized after disastrous results in an initial examination. It met informally at first, grew into a formal situation (the participants gave themselves a nickname) and was flourishing with an excellent esprit de corps by the institute's sixth week. At a number of the institutes, improvised attempts at remedial work were made by sympathetic directors and staff members. These attempts were effective or ineffective, depending largely upon the skill and personality of the individual concerned.

While participants were often vocal in their complaints, they were virtually agreed that much had been accomplished by the institute in terms of their own learning experiences. Answers to the question, "Has the material prescribed and discussed during the institute seemed relevant in terms of the institute's major objective of improving your professional qualifications for the teaching of geography?" ran overwhelmingly in the affirmative. The participants learned a lot of geography during the summer of 1965.

Summary of Issues (Curriculum Content)

1. Institute programs were divided into two categories--those that can be called traditional course programs and those that can be termed integrated course offerings.
2. Twelve of the 20 institutes were organized on the traditional course plan; eight wre organized on the integrated course plan.
3. Physical and Cultural Geography were among the leading courses offered.
4. Much attention was paid to Geography as a Discipline and to the Teaching of Geography as course offerings.
5. The integrated offerings were often arranged around a central theme or themes. The Physical-Cultural theme stands out in this connection.
6. A mere assemblage of courses will not be considered adequate for next year's institutes.
7. Coordination in both course type approaches was often poor.
8. The gap in geographical knowledge among the participants was often wide, thus posing significant problems for the instructional staff. Steps taken to close the gap were indicated.
9. It was agreed that much geographical learning had taken place at the institutes this summer.

Recommendations (Curriculum Content)

1. That greater pains be taken to integrate and coordinate the institute program regardless of type, including regularization of pre-institute staff meetings.
2. That institute programs stress concepts and ideas rather than isolated geographical facts.

3. That much more attention be placed upon the translation of geographical concepts and ideas with respect to the participants' own teaching situations.
4. That serious attempts be made to close the gap in the wide range of knowledge among the participants, either through narrowing the range of background as expressed through codes, through organization of separate tracks, or through concentrating on more limited curriculum streams.

Dimension 3

Instructional Strategies

Instructional strategies encompass several significant and critical facets of the institute program. The following aspects are considered here: (1) integration of the total instructional program, (2) instructional methods, (3) use of educational media, (4) instructional techniques, (5) length of institute program, (6) institute schedule, and (7) the relation of participant composition to the instructional program.

The general manual of the U.S. Office of Education for 1965 (OE50040) which served as the guide for the submission of proposals for NDEA institutes states that a "set program" is preferred in order to achieve a "necessary cohesion among courses." The manual also contains the following guideline statement about the need for integration of the instructional program:

> "In a carefully integrated program, the work carried out in one phase will necessarily complement and reinforce that of every other phase and the staff members involved will be called upon to work in very close cooperation. Visiting of one another's classes is often desirable and should be encouraged." (OE 50040, p.4)

Many of the institutes evaluated lacked a coordinated instructional program. For example, a participant at one institute stated that there should be fewer instructors "so that friction could be cut down. Our staff was always trying to steal the other staff members' time." Unwillingness to depart from the traditional approach of teaching physical geography, cultural and regional courses quite apart, was very much in evidence. Those who develop future proposals for geography institutes must constantly remind themselves that the participants in those institutes are not prospective majors in the discipline. For participants with limited geographic backgrounds, more effective means of telescoping those salient parts of geography which are relevant to teaching at elementary and secondary levels have to be found.

Instructional methods employed at the various institutes consisted primarily of the lecture, laboratory, and field trip methods, complemented in varying degrees by discussions, seminars, and panels. Most participants' reactions point to marked overuse of the lecture method and inadequate use of other methods. The opportunity to generate meaningful participant interaction from individuals who came to geography institutes poorly prepared in geography but as eager dedicated teachers with a multitude of teaching experiences and problems related to the teaching of geography was not usually exploited.

Participant reaction to properly oriented, well organized, effectively executed, and adequately reviewed field trips and problems was highly favorable. On the other hand, the participants were keenly and adversely impressed with "Cook's tour" or sightseeing type of field experience. Participant comments indicate that generally too much was being taken for granted by those handling the trips.

More attention to the practice of meaningful observation and to the effective recording of the observations is obviously needed. Lack of interpretive follow-up was in wide evidence.

The laboratory method was favorably and gratefully appreciated by the participants in some institutes and criticized in others. High praise was accorded the laboratory method when it appropriately complemented other instructional methods. When the content of the laboratory problems or exercises was closely associated with the lectures or discussions taking place on the same or successive days, then proper setting for the laboratory was present. Participants reacted quite critically to "busy work" activities such as tedious coloring of maps. Excessive use of repetitive or reinforcement problems was certainly not appreciated (e.g., working on the same problem with different data more than once). Among the laboratory exercises most often criticized were those which had been taken in their entirety directly from laboratory manuals designed for introductory freshman courses.

Guest lectures were used extensively. All institutes visited had at least one, and one institute had 12. When these lectures were tied in to the regular daily program, when lecturers had been carefully briefed, and when participants had been properly introduced to the lecturer and his topic, the response was quite favorable. When guest lectures were used with pomp and ceremony alone and when little or no opportunity was provided for the exchange of ideas and for asking questions, the participants were unimpressed. In some instances, the lecturer performed a variety of roles. For example, one lecturer was on campus for almost two days. He was briefed carefully by the institute director as a follow-up to briefing by correspondence. He had lunch with the participants and faculty. In the classroom early in the afternoon he then presented a well organized, carefully and selectively illustrated lecture. The meeting was then adjourned until after dinner at which occasion, of course, the visiting lecturer dined with the participants. During the evening session an extended and very lively discussion was admirably handled by the guest. This was followed by an informal reception initiated and arranged by the participants. Next day the lecturer in two different presentations synthesized and extended the major point presented in the initial lecture and with appropriate recognition of the intervening discussion.

Instructional use of educational media was at times lacking or sloppy. Wall maps rolled up in the corner of the room during a lecture dealing with the distribution of population and the resource base is pedagogically inexcusable. The evaluation team is convinced that the careful and continued use of educational media in the institute classroom is really the most fitting single approach to demonstrate how similar materials can be used appropriately at elementary and secondary school levels. In some institutes the overhead projector was being used with success; in other institutes where such equipment was available it was under-exploited. More attention to the selection and proper use of educational media in the institute classroom should complement or reinforce any specific demonstrations of the use of such materials.

Among the instructional strategies that should be a part of a successful institute program are instructional techniques. Most of those techniques are not new, and are quite obvious, but were often neglected. At one institute the participants complained of not knowing what to expect from day to day. They had little appreciation of how one small segment of the curriculum was to fit into the total program. Handing out both a condensed summary and a more detailed annotated outline on the first day of the program was rarely done. The making of clearly defined assignments well in advance is very much appreciated by ma-

ture teachers who are accustomed to plan and budget the use of their time. For those courses such as physical geography where a large number of new terms were used, the request of many participants for an advance list of terms relevant to elementary and secondary teaching is reasonable.

Permitting participants to address the instructional staff by first name was a very effective technique used at one institute to establish a friendly effective working relationship between faculty and participants. Addressing participants as "fellows" was another effective technique. A serious, nearly universal instructional dilemma was the lack of time to do those things which had been planned. Institutes ranged in duration from five to nine weeks. Participant response clearly indicated that too many topics were being covered with insufficient depth of treatment. On the other hand, when a topic was appropriately handled on an extended basis, it very frequently received favorable comment. Therefore, the rigorous selection of substantive matter for inclusion in an institute program is a vital requisite for a sensible curriculum tailored to the needs of elementary and secondary teachers.

Related closely to the total length of the institute program is the daily scheduling of instructional activities. At one institute 25 hours of lecture per week were reported. At the same institute 15 hours a week were regularly used for laboratory. In addition an eight-hour Saturday field trip was reported for the seventh week. Thus a total of 48 hours of formal lecture, laboratory, and field trip activities were reported for one week. More normal for the institute programs was a 15-hour weekly lecture schedule, with six hours of laboratory, and eight hours spent on field trips.

Participant responses pinpointed defects in the instructional schedules of several institutes. The lack of provision for effective two- to four-hour blocks of time for study and library work was obvious. A one-hour lecture scheduled with a one-hour break before the next lecture was generally not appreciated. "Too long for a coffee break and not enough time to go to the library" was a typical participant reaction to this type of scheduling. Field trips on Friday afternoons and Saturdays appeared to be unpopular for a variety of valid reasons. Evening lectures and film showings were roundly criticized, particularly when these immediately preceded examination dates.

Sequential arrangement of major blocks of substantive material apparently left many participants confused. For example, if a course emphasizing physical geography was given during the first part of the institute program, was then followed by a course with a regional emphasis, the relationship between these two major segments needed to be made fully evident to the participants. On the other hand, if two such courses were given concurrently throughout the program, then a different but very real problem of coordination was faced.

Many problems arising out of the instructional strategies employed in institutes this year can be excused because of the short time available for the planning and organizing of the programs. For those preparing future institute proposals much more careful attention will have to be given to tailoring instructional strategies to the academic background in geography and to the grade level of the teaching positions of the participants. Institute faculties repeatedly expressed shocking concern for the abominably poor background that participants had in geography. Yet there was inadequate acceptance of this participant ignorance at face value by pegging the institute program to a level which would more accurately fit the participants' background. The general manual states clearly that "the program should be flexible enough to meet the individual needs of the participants, and following initial evaluation by the institute faculty, each par-

ticipant's schedule should be so arranged as to permit him to concentrate upon the areas where his need is greatest." (OE-50040, p. 3)

Obviously this directive can be more effectively followed from an instructional standpoint if care is taken to select participants with more uniform backgrounds in geographic training and if the grade level range selected for institute participants is carefully chosen with respect to the type of program being planned. Kindergarten teachers and secondary school teachers have little in common with respect to the teaching of geography, yet they were present in the same institute classrooms.

Summary of Issues (Instructional Strategies)

For the discipline of geography the institute experience is new. The profession can gain much through effective implementation of such a program. As of now, there are several difficult policy questions or issues with respect to the instructional strategies of geography institutes for which better answers need to be found. Among such questions, the following may be raised:

1. How can more effective integration of instruction be attained in geography institutes?
2. What is the proper balance among the several instructional methods for the geography institute program?
3. How can the proper use of educational media be handled in the institute classroom to assure adequate exposure of the participant to "study in the use of new materials" as specified in the National Defense Education Act?
4. How can guidelines be effectively established and administered to provide for compliance with the U.S. Office of Education directive that the program should "concentrate upon the areas where his (participant) need is greatest?"

From the many observations made by the evaluation team and through the highly cooperative assistance of institute participants and staff, it is now possible to formulate some tentative suggestions or recommendations for the directors and faculties of future geography institutes. The following are offered here:

Recommendations (Instructional Strategies)

1. Directors should carefully appraise their probable institute staff and facilities before planning their programs. The instructional plan should then be tailored to fit their capabilities.
2. A serious endeavor should be made to enhance instructional media by programmed discussion sessions in order to provide ample opportunities for the interchange of ideas among participants.
3. Well-planned field problems keyed closely to topics handled also by other instructional methods may provide an efficient way of giving more coverage in depth to that topic and should serve to emphasize the usefulness of field work.
4. The potential usefulness of appropriate, well-planned and well-directed laboratory work should be carefully considered.
5. Guest lectures should be very carefully integrated into the total program of the institute by the director and the instructional staff.
6. It should never be assumed that effective use of educational media will necessarily take place. Special attention should be given to this matter in order to insure relevant and proper use of such media.
7. Provision should be made for participants to receive an outline of the total program at the beginning of the institute. This outline should be supplemented by day to day announcement and clarification of assignments.

8. The appropriate length of the institute program should be carefully considered in relation to such factors as the nature and scope of the program, the regular summer program of the host institution, and the prevailing schedules of elementary and secondary school systems from which most of the participants will be selected.
9. Daily schedules should provide adequate time for effective study.
10. Generally institutes should plan to accommodate a restricted range of teachers working at different grade levels, except under unusual circumstances.
11. Directors and the instructional staff should be prepared to take cognizance of different levels of preparation and intellectual capacity among the participants, and steps should be taken early in the program to provide individual assistance to participants in need of such help.
12. The institute should have an effective, integrated program rather than one comprised of unrelated courses.

Dimension 4

Educational Media

The following generalizations and impressions of the NDEA Geography Institutes are based on two major sources of information: 1) visits to four NDEA Geography Institutes which were specifically evaluated for uses of new media, 2) reports of uses of new media from 20 Geography Institutes which received a general evaluation by the regular evaluation team.

Utilization of Educational Media in the Instructional Program

Field Trips. Three general categories of fieldwork were apparent in the institute programs: Field Excursions, to observe various phenomena without rigorous objectives; Field Trips, to observe and study a set of phenomena with definite objectives; Field Mapping, individual study of a specific field problem to be solved by direct observation.

These in general were well planned, interesting, and well conducted. A pre-field trip briefing for the participants was frequently reported, a guide book and map were usually provided, explanation and discussion of the places visited were carried out, and frequently a post field trip discussion or report was included. Buses with microphones were generally used. In one case, automobiles with two-way radios were utilized.

Slides. Most geographers have extensive personal slide collections of good to excellent technical quality which in general were used effectively to supplement lectures and laboratories. In some institutes, participants were encouraged to prepare instructional slide series from photographs taken on the field trips or on private research trips.

Maps. The observed use of wall maps for instruction was generally poor at most of the institutes visited. There were, however, notable exceptions where excellent collections were extensively and imaginatively used. Most institutes seemed to use topographic maps in their laboratory exercises and field work. Aerial photos were seldom used in this same way.

Nearly all institute participants were required to purchase an atlas, but use appears to have been mixed.

Overhead Transparencies. Most institutes visited seemed to have made very limited or no use of the overhead projector. Again, there were several outstanding exceptions where excellent utilization of well designed, locally produced overhead transparencies were an important part of the instructional program.

Other Media. Films, pictures, programmed materials, recordings, and other educational media not previously mentioned were generally neglected in the instructional programs of most institutes. Actual classroom use of films was limited to two or three institutes but a fairly extensive preview program was in many cases geared to the subject matter of the instructional program. In several instances 8mm cartridge films were demonstrated to participants at the A-V center.

An excellent, well organized picture file was actually used extensively in classroom instruction and as a research tool for participants at only one institute. Display pictures were occasionally used at several other institutes, but this valuable geographic teaching tool was largely neglected.

Teaching machines and programmed materials were demonstrated at a few institutes but there was generally no mention of these media.

For all practical purposes, recordings and TV were not introduced or discussed at the geography institutes.

In discussing the use of these media with participants and especially staff members, it was felt that several of these devices are all that an individual can successfully cope with unless he is given a great deal more help than is currently available at most schools.

Production and Preview of Materials

At most institutions a well equipped and well staffed audio-visual center was available to both participants and staff for the purpose of providing services, instruction, and in a few cases a limited opportunity for participants to actually produce take-home material. Thèse facilities were in most cases utilized to some extent, but usually more extensive use could have been made of the A-V center to provide instruction and visualization consultations for all parts of the program.

In general, the participants who were given opportunities for producing materials which were usable in their classrooms, found this an extremely useful activity and were enthusiastic about this facet of the program. This probably should be expanded. On the other hand, the instructional staff rarely used the services of their A-V centers, perhaps because of insufficient time.

Curriculum materials centers of various kinds were noted and usually were included as an integral part of the total institute program. The form of this facility ranged from a display-reading room which was located adjacent to or occasionally within the classroom(s) used by the institute and contained displays of various commercial materials for examination or preview along with catalog lists of sources of the displayed materials, to a well equipped and staffed curricular library maintained by the institution. On several campuses, two or three different facilities were available and used by participants.

Many different kinds of educational media were conveniently available for examination and preview, including map company exhibits some of which were loaned for the duration of the institute.

Unfortunately (for these objectives), the class schedule and work load of most institutes were so demanding that participants rarely had time to use the excellent materials which had been collected.

Summary of Issues (Educational Media)

The evaluators of the geography institutes are of the opinion that:

1. The utilization of educational media in the instructional program can be improved.

2. A greater opportunity for participants to produce take-home materials should be provided.
3. A more definite use should be made of the various curriculum materials sources, including the staff and services of the A-V center.

Recommendation (Educational Media)

That regional workshops (3-4 days) on educational media be organized for each institute's staff member charged with the responsibility for educational media within the institute program.

Dimension 5

Staff Structure

The structure of an institute is the framework through which the strategy for fulfillment of institute objectives must operate. Structure, as composition and functions of staff in relationship to institute participants, is not a separate or minor dimension. It is an integral and integrating one.

If we have learned any single lesson in our review of this element, it is that structure is built upon administrative detail that presents to the director the risk of becoming an end rather than a means. Perhaps the major challenge to the director therefore is to find a structure that will expedite the planning and teaching process. A structure that affords time and energy to think and time and energy to communicate at the intrastaff and staff-participant levels is the structure that will prove sound.

It follows that such questions as the role of the director, the administrative underpinnings, the size of the staff, the background and functions of the staff assistants, the coordination of institute faculty, relationship to university, NDEA, and outside bodies, and above all, staff-participant operational lines all require attention in examining the structural dimension.

We do not claim to have the key to perfection in organizing the staff structure of an NDEA Institute. While an institute program is self-contained and separate from the program of its sponsoring university, it is nonetheless a product of that university. Also, the institute is the product of the personality of faculty and participants who are engaged in a short-lived activity, the quality of their responses therefore differing from what they may have been observed to be under more normal conditions. Ranges of reaction on all parts, are from "Après moi de déluge" to "This is the unique opportunity of a lifetime and can never be recaptured." For these and other reasons, general formulae must be accepted as guides, not as dicta.

A meaningful starting point for this analysis is the reminder that certain changes in the institute staff dimension have been made in the general manual for 1966 NDEA Institutes, from the one published for the 1965 institutes. A comparison of the two manuals is instructive because it demonstrates an anticipation of the need for change, even before any results and preliminary evaluations of the 1965 Summer Institutes had become available. We recommend that prospective directors read both manuals to gain insight into the nature of these changes. The following are specific highlights.

Table 2

Comparison of NDEA Manuals for 1965 and 1966 Summer Institutes

1965 NDEA Manual Excerpts	1966 NDEA Manual Excerpts
1. "The director is a college teacher from the faculty of the host university." (p.4)	1. "The director should be a college teacher on the faculty of the host university." (p.9)
2. "The duties of the director are such that he should not teach. . ." (p.4)	2. "The duties of the director are such that usually he should not teach unless plans are made to appoint a co-director. . .A director should play the dominant role in the intellectual activity of the institute. . ." (p.9)
3. "The director will need to devote himself part or full time to institute affairs. . .and must therefore be given appropriate released time from his regular duties."(p.4) . . ."This relief should not exceed one-half his time during the second semester (one-third during the winter and spring quarters)." (p.13)	3. "The university must release the director from. . .not more than one-half of his regular teaching duties during the preceding semester."(pp. 9-10)
4. "It is therefore desirable that the instructional staff be employed full time in the institute." (p.4)	4. "In most cases the teaching staff should be employed full time." (p.10)
5. "The number of lecturers. . .should be given." (p.15)	5. "The number of consultants and lecturers should always be limited." (p.54)

We can infer from or summarize these changes as recognizing:

1. The director could, in a situation of cosponsorship, come from the non-host university.
2. The director is not to regard himself merely as an administrator.
3. The director can expect a maximum release time of one-half of his regular load for the preceding semester.
4. There is strong emphasis upon the need for full-time instructors.
5. The number of outside lecturers should be limited (and then justified through integration with subject matter).

Institute Staff Profile

The institutes that were, are a typical group, in terms of staff composition and functions. Of the 20, only <u>five</u> directors did <u>no</u> teaching whatsoever and <u>nine</u> did full-time or at least very considerable teaching.

Associate directors who carried on meaningful administrative responsibilities numbered only six out of the 20.

Full-time equivalent senior faculty averaged 2.6 per institute, with a high of five and a low of 1-3/4. About three-fourths of this full-time faculty were staff members from the host university. Compared with other discipline-organized institutes, geography institutes appear to have been understaffed.

Use of guest lecturers varied, ranging from 12 to two. At least a dozen of the institutes depended upon several different guest lecturers.

LOCATION OF NDEA GEOGRAPHY INSTITUTES

Summer 1965

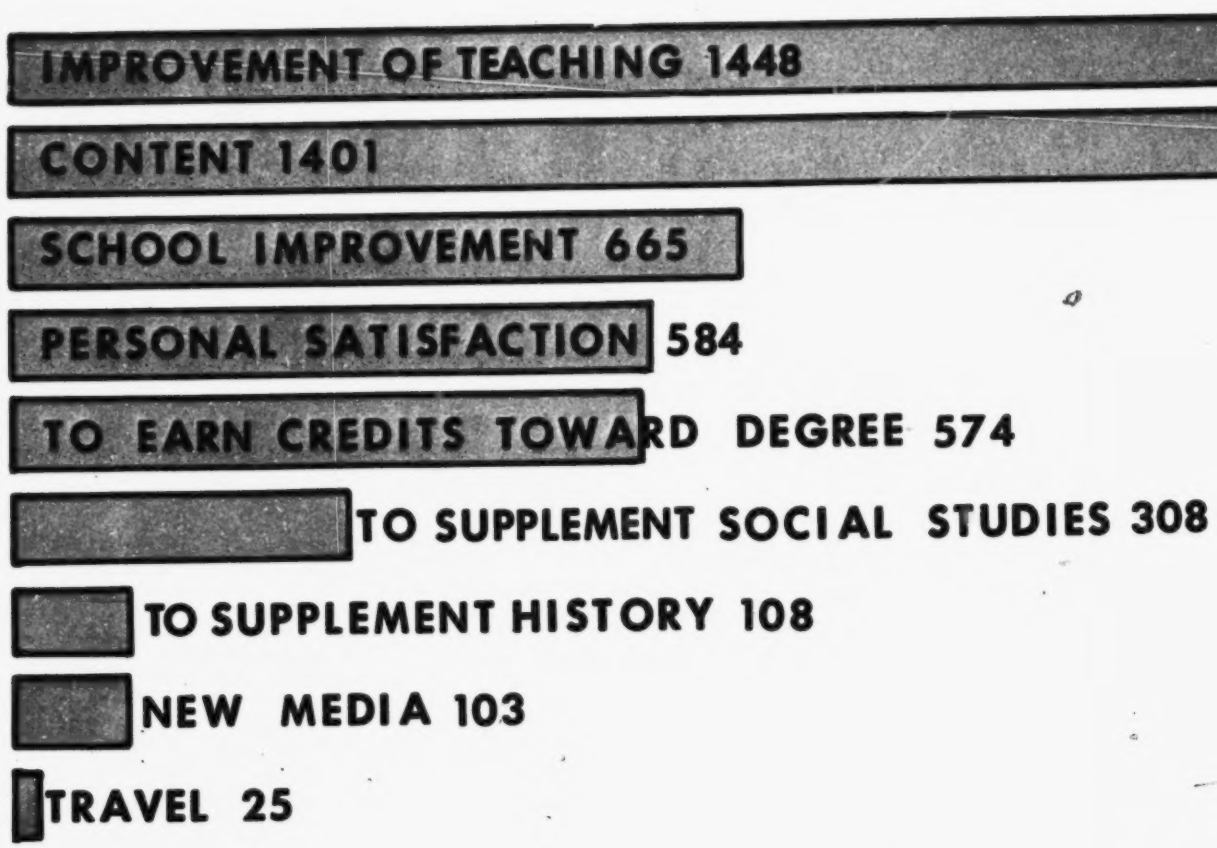
ORIGIN OF PARTICIPANTS BY INSTITUTES

NDEA GEOGRAPHY INSTITUTES

Summer 1965

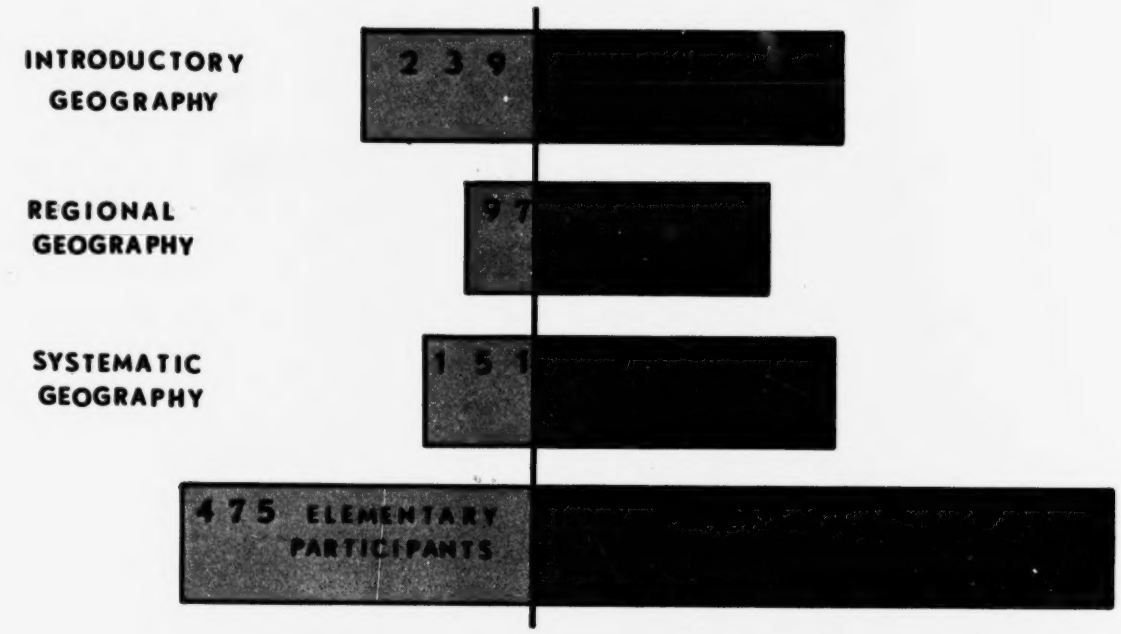
ANTICIPATED BENEFITS REPORTED BY SUCCESSFUL APPLICANTS

1965 NDEA GEOGRAPHY INSTITUTES



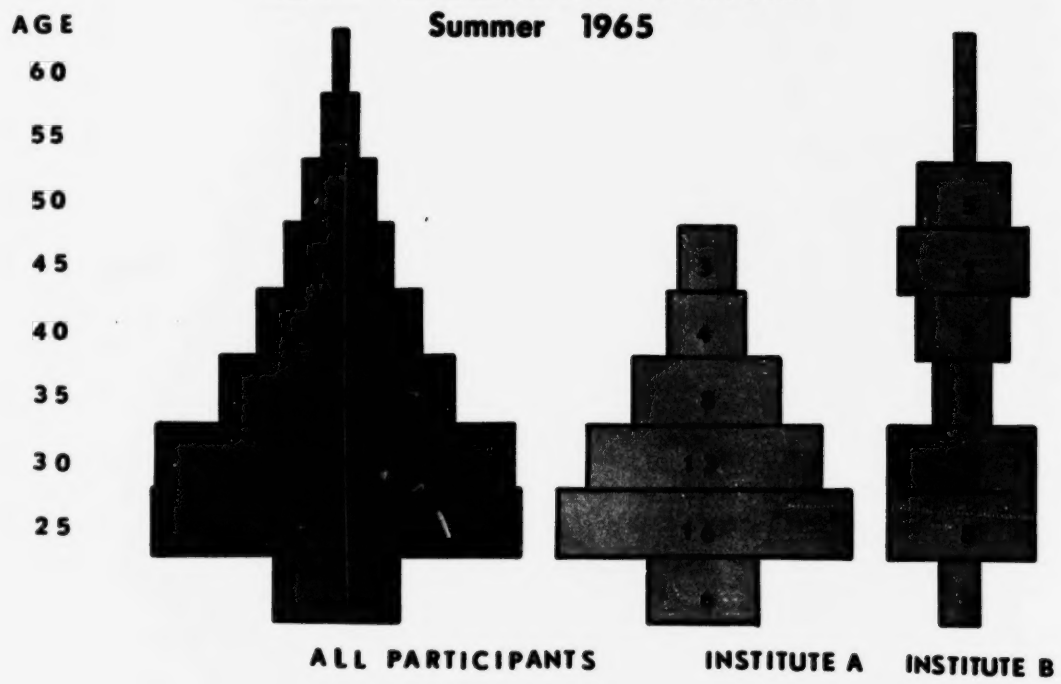
TYPE OF GEOGRAPHY COURSES REPORTED BY ELEMENTARY AND SECONDARY PARTICIPANTS

NDEA GEOGRAPHY INSTITUTES
Summer 1965



COMPOSITION BY AGE GROUP OF NDEA GEOGRAPHY INSTITUTES

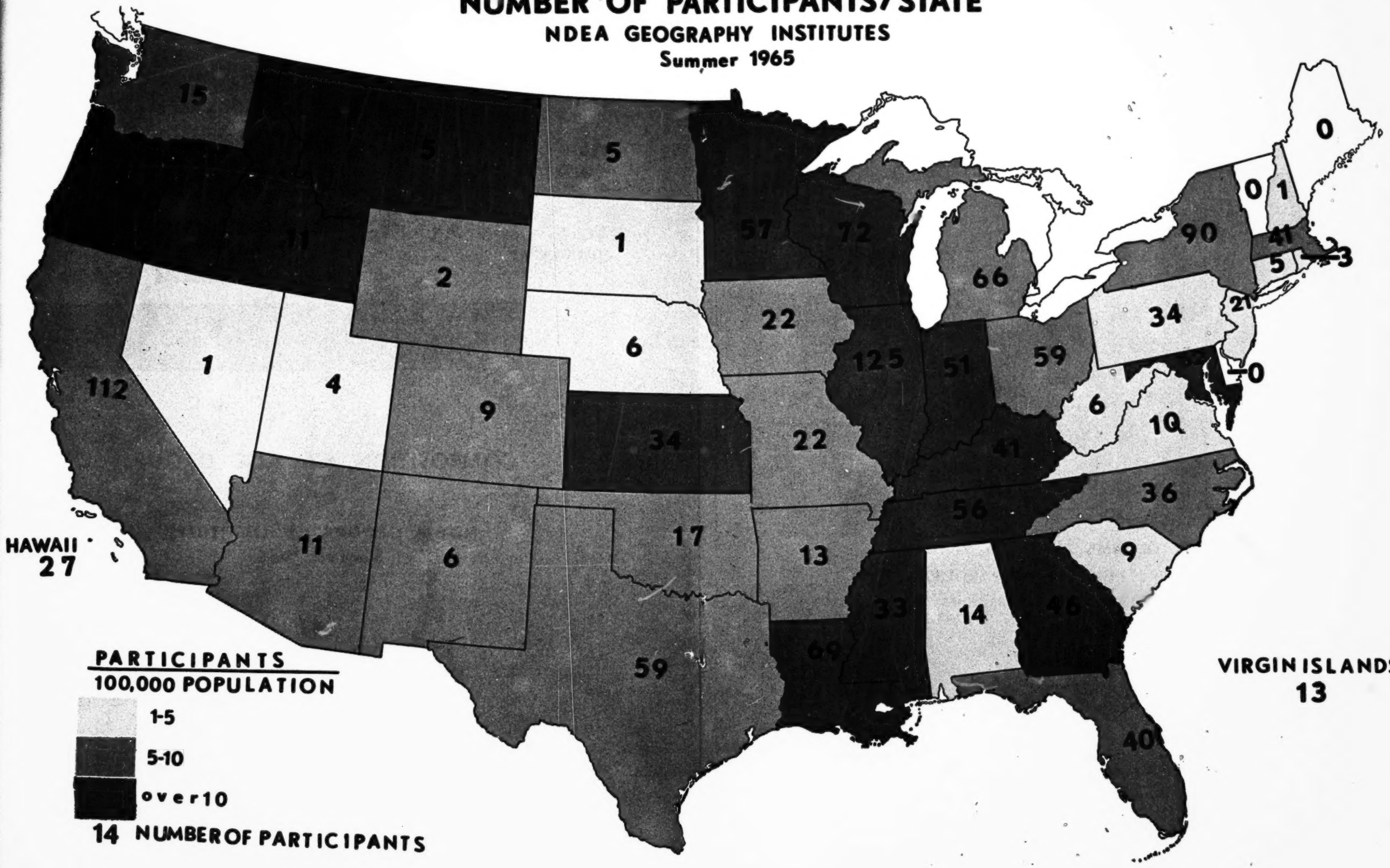
Summer 1965



NUMBER OF PARTICIPANTS/100,000 POPULATION
NUMBER OF PARTICIPANTS/STATE

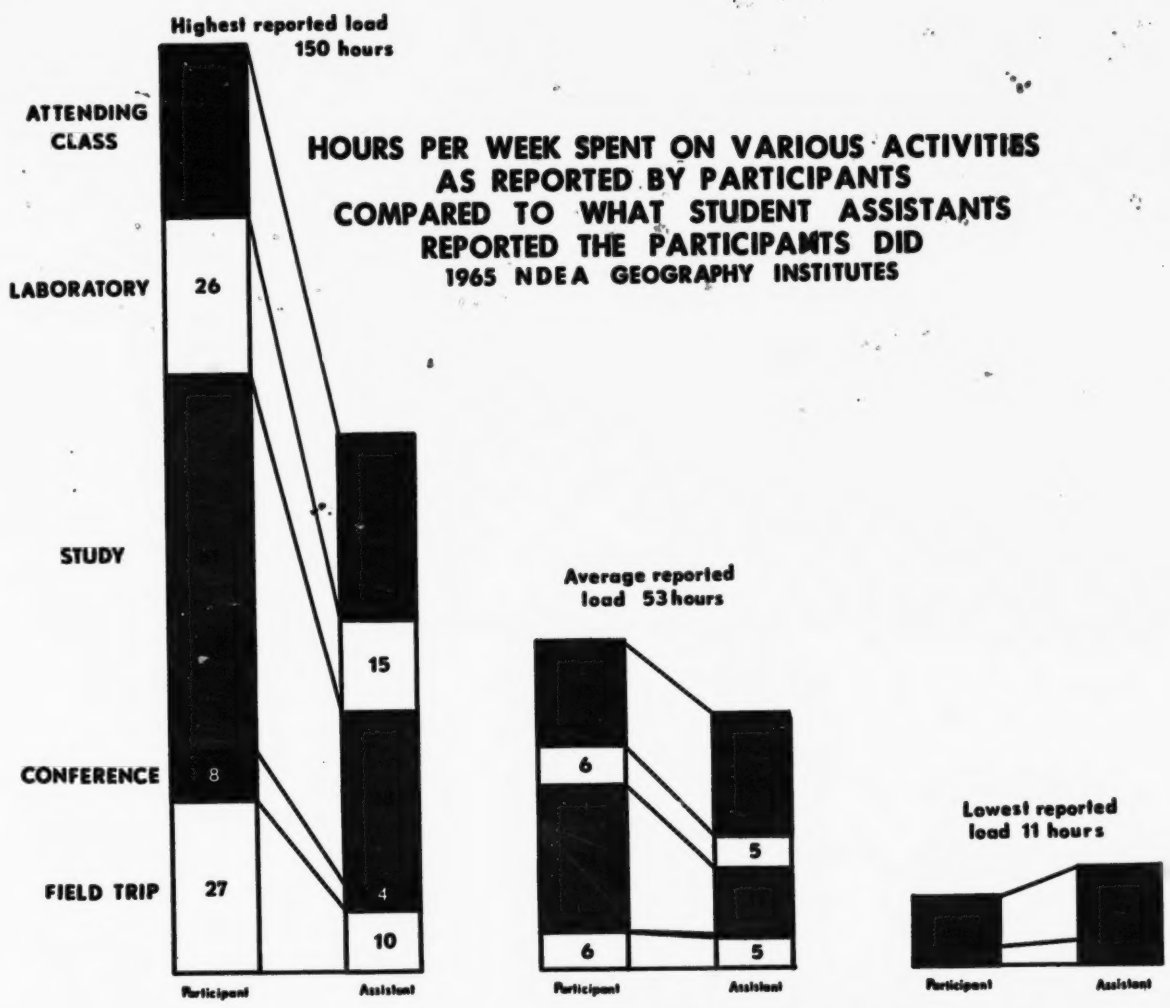
NDEA GEOGRAPHY INSTITUTES

Summer 1965



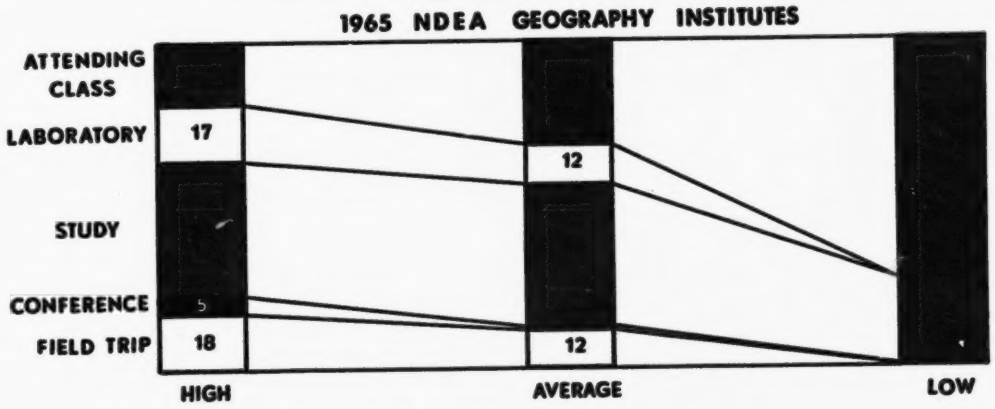
HOURS PER WEEK SPENT ON VARIOUS ACTIVITIES AS REPORTED BY PARTICIPANTS COMPARED TO WHAT STUDENT ASSISTANTS REPORTED THE PARTICIPANTS DID

1965 NDEA GEOGRAPHY INSTITUTES



PERCENT OF TIME SPENT ON VARIOUS ACTIVITIES AS REPORTED BY PARTICIPANTS

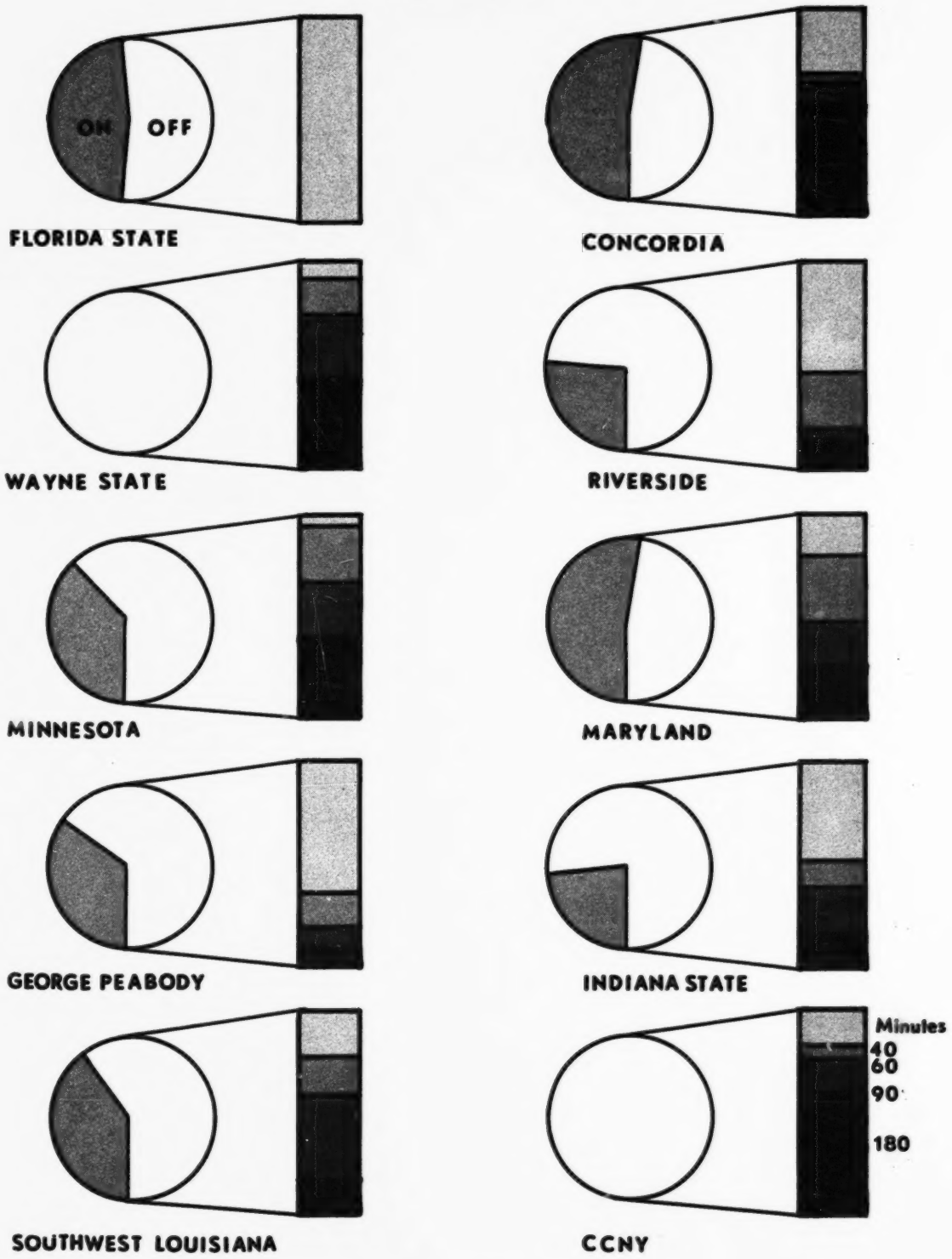
1965 NDEA GEOGRAPHY INSTITUTES



TIME SPENT COMMUTING

NDEA GEOGRAPHY INSTITUTES

Summer 1965



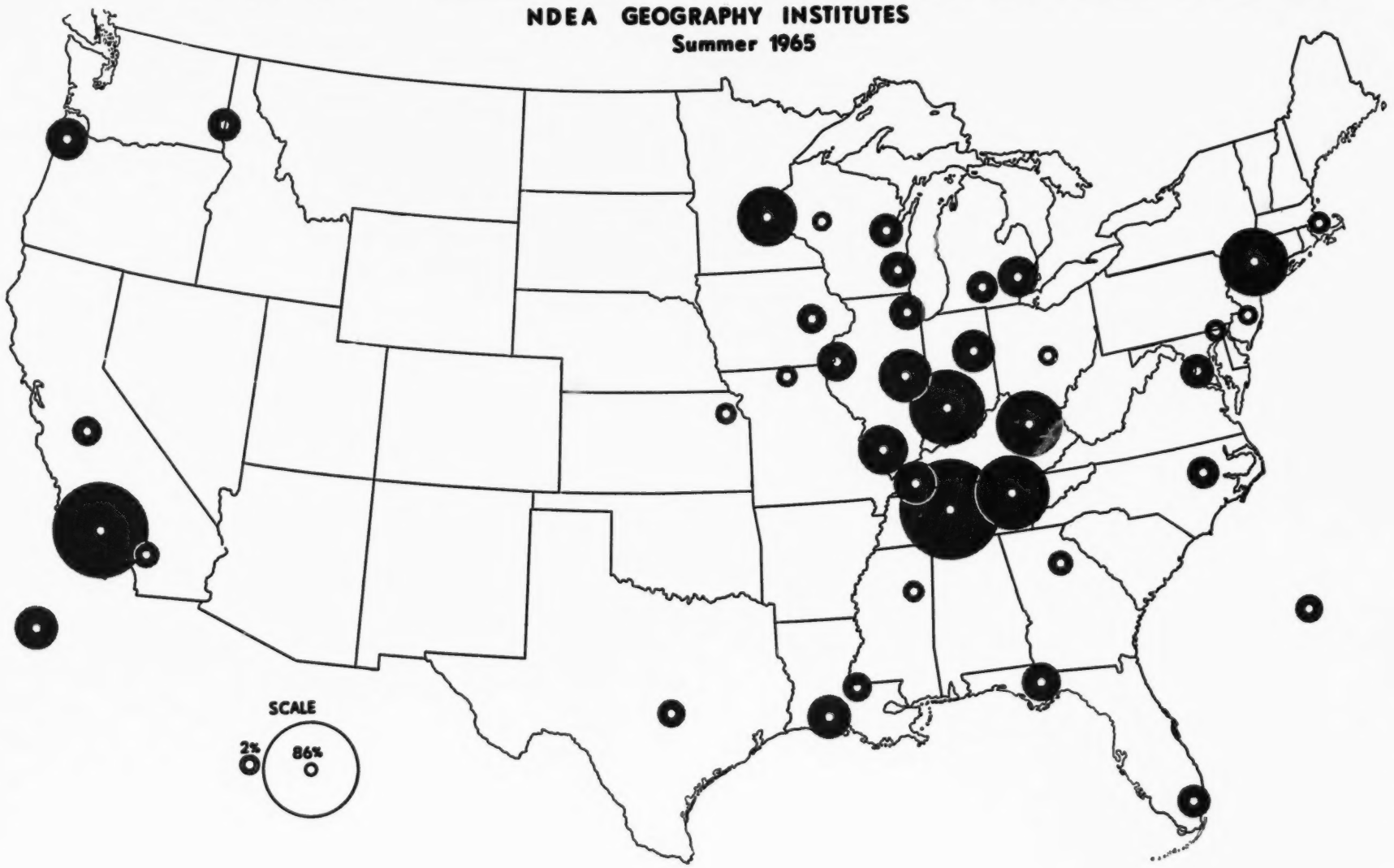
The circle shows the proportion of off campus to resident participants.

The divisions on the bar show the commuting time and the percentage of off campus participants in each time category.

PARTICIPANTS SELECTED WHICH WERE OUTSIDE THE CODE SPECIFIED

NDEA GEOGRAPHY INSTITUTES

Summer 1965



Undermanning seemed to have been widespread. Eight of the institutes had only three full-time staff (including the director as staff when the latter also taught). Two of these eight had only two full-time staff.

Summary of Issues (Staff Structure)

Here are some of the basic issues that emerged during the course of the evaluation process. They are presented as questions to emphasize that pat solutions are not easily found.

1. How can the director keep a balance between administrative responsibilities, and direct involvement in teaching and curriculum contact?
2. How can staff members become more responsive to one another?
3. How can assistants be more effectively utilized?
4. What techniques can be used to coordinate outside lecturers' activities, and to what degree is it desirable to limit such activities?
5. How can fair salary compensation be made, in view of the extraordinary burdens placed upon director and staff?
6. How can a pool of geographers be developed from which to draw full-time instructional staff?
7. How can directors carry through their responsibilities in an atmosphere of flexibility and non-rigidity that usually comes only after years of seasoning in administratively cumbersome enterprises of this type?
8. What kind of an educational specialist can best support the institute's geographers?

Recommendations (Staff Structure)

Policy guidelines are at best only mechanisms that permit the individual who has resourcefulness and self-reliance to exercise these characteristics. Our comments on policies must therefore be accepted with this in mind. We feel that:

1. The director should seek to relieve himself of as much administrative burden as possible during the course of the institute; that he should do some teaching (as permitted in the manual for 1966); that he should be an observer (but not an active participant) at lectures presented by colleagues; and that he should know what staff, including assistants, are actually saying and hearing from participants while the institute is in progress.
2. Staff members must know what each is saying to the participant, either through weekly staff conferences, by sitting in on colleagues' lectures, by combined staff-selected participants conferences.
3. Assistants must be carefully supervised by senior faculty. They cannot be left in uncontrolled non-directed situations. In many situations (particularly cartography and educational media) more use needs to be made of seasoned staff, while assistants should handle routine administrative or laboratory-library matters. On the other hand, unless the assistants are of graduate calibre and stature, they should not be used because of the sensitive element of their relations with participants.
4. Lecturers were often inadequately briefed or coordinated with the program. When used, lecturers should be required to initiate their visit with an introductory day, to be used as a "browsing" orientation session, not a lecturing one.
5. Inadequacy of compensation can be rectified in part, by adding a fourth week to the director's salary for pre- and post-institute planning and by increasing the compensation for extra administrative duties (the $100 per month maximum is particularly inadequate for regular-year institutes

when $250 might be a more realistic figure). Increased compensation for staff might be obtained by permitting a second week's planning compensation. Travel compensation for pre-institute staff conference is also considered necessary.

6. There is need to develop a roster of geographers, particularly those interested in the educational aspects and implications of geographic concepts, to help strengthen individual staffs. Better utilization of professional educators may emerge with the clearer appreciation of the different roles that are performed by educators of two different operational levels: those at the high school operational level who are participant-oriented, and those at the college operational level, who are likely to be faculty-oriented.
7. In most cases, an associate director, and in all cases, a full-time secretary is needed. The HEW-supported budget provides for this. Given this kind of support, it becomes the moral and fiscal responsibility of the director and the university to see to it that there is no abuse of budgetary provisions. Put bluntly, if an institute cannot be run except on a double-duty basis (continuing to handle departmental responsibilities) we do not feel that a proposal should be initiated or accepted.
8. In the choice of assistant directors and other institute administrative assistants, we suggest that where one campus is host to several different NDEA institutes, a specific individual be appointed to serve as general administrator responsible for selected aspects of university-institute relations, such as payroll, housing, records, room arrangements, etc.
9. The issue of staff-participant roles cannot be solved by any "numbers" formula. Nevertheless, the burdens imposed on too small a staff are rarely offset by outside lecturers. A minimum of one senior full-time faculty person for every 10 students (inclusive of director and associate director, whose teaching time could amount to 3/4 of a full-time person) would appear to be a defensible and indeed vital goal.
10. We recommend to the Office of Education the following types of workshops to strengthen 1966 institute staffs:
    1) Workshops for directors and staff on "New Horizons in Learning Processes." These could be regionally organized with attendants from all of the disciplines (3-4 days).
    2) Workshops for assistant directors on "Administering an NDEA Institute." These could be regionally organized with attendants from all of the disciplines (2 days).
    3) Workshops for geographers responsible for educational media at geography institutes. These could be regionally organized (3-4 days). (See Educational Media dimension)

Dimension 6

Participants

The institute participants who are described in this report represent only a small portion (approximately 11%) of those who applied to the 40 NDEA Geography Institutes. It is well to bear in mind, therefore, that the 1,483 participants are a selected group. Each participant's application was coded for computer sorting and programming. The data returned provided complete coverage of all 40 institutes as a base from which to measure the participants of the 20 institutes actually visited by the evaluators.

Distribution

Even though the participants were not paid travel expenses, it might have been expected that more would have chosen to travel outside their home territories. This was not the case. Sixty-one per cent remained in their home states, attending institutes there, 13% traveled to states bordering their own, 6% stayed within their home regions, and 20% elected to travel outside their regions. The boundaries used in the latter two divisions are the four-part population census regions. For the 20 institutes evaluated, the respective figures comparable to the overall ones are: 59%, 12%, 6%, and 23%.

Institute directors structured their institutes in several ways. One of the more popular was to select some individuals from regions different from the institute's area to provide a "national mix." On the other hand, some directors screened out all those who were outside of the institute's home territory.

Age

For the participants of all institutes, the age category from 26-35 was the largest grouping, accounting for 50% of the participants.

The institutes visited showed a slightly younger age profile, 58% of the participants being in the 26-35 age group. Different institutes exhibited widely vary-participant age profiles. Of the two extremes, one institute had slightly more than two-thirds who were 35 years of age or under, while at another not even half belonged in this category. By and large, few institutes attracted participants in the plus-50 age categories (7% of all participants). There were three institutes, however, which had a relatively high proportion of older participants, approximately 20%. Directors, gearing their programs to intensive field work or to attempts to restructure the participant's thinking and attitudes, should be aware of the possible implications of age differences. Slightly more than two-thirds of the participants were men. Over three-fourths of the participants were supporting between three and four dependents.

Participant Expectations

Much has been learned of the expectations of the participants from their application statements on the benefits to be derived from attendance at a geography institute. Virtually all the participants wrote: a) that they wanted, needed, and expected to learn more geography than they already knew, and b) that they felt it was necessary to improve their teaching skills in presenting geography to their students. Nearly half of the participants were specific as to how they planned to share their institute experiences with their fellow teachers. This sharing would take place in team-teaching situations, in-service meetings, reports to their local teacher groups, and in many more unstructured and informal situations during the school year.

Almost half of the participants expressed in some measure that they expected attendance at the geography institutes to be personally rewarding and satisfying to them as teachers. About the same proportion of participants reported that they wanted the credits to count toward a degree program. Fewer than 10% mentioned the acquisition of new techniques in using educational media as one of their goals. However, this thought was frequently implicit in what they wrote about improving their own teaching skills.

Slightly more than one-fourth of the participants suggested that attendance at the geography institutes would enable them to be better teachers of history

and/or social studies. Only 25 participants explicitly stated that travel to the institutes was a benefit which they expected to derive.

Certification

Subdividing the participants into two categories, one-third were certified to teach in elementary schools, of which nearly two-thirds were women, and over one-half (55%) were certified for secondary teaching, of which slightly over four-fifths were male teachers. The remaining participants, 12% of the total, were certified for various teaching combinations in elementary-secondary-administrative situations. For those whose certification was for the elementary grades, two-thirds reported that they were teaching geography in the context of the Social Studies. Of those in the secondary group nearly two-thirds reported they were teaching geography as a separate discipline. This does not suggest that two-thirds were geography teachers, but only that two-thirds were teaching one or more geography classes.

On the whole, those teaching with secondary certification were better prepared to teach geography than those certified to teach at the elementary level. In this group, 51% had had systematic courses, 39% regional courses, and 52% introductory courses while of those with elementary certification, the figures were 32%, 30%, and 50% respectively.

Table 3

Elementary and Secondary Teachers-
Participants' Course Background

Number of Courses	Introductory Geography Courses		Regional Geography Courses		Systematic Geography Courses	
	Elementary Teachers	Secondary Teachers	Elementary Teachers	Secondary Teachers	Elementary Teachers	Secondary Teachers
	No. %	No. %	No. %	No. %	No. %	No. %
0	236--50	381--48	378--80	483--61	324- 68	388--49
1	194--41	339--43	70--15	154--19	120--25	213--27
2	31-- 6	55-- 7	20-- 4	64-- 8	24-- 5	96--12
3	14-- 3	18-- 2	3-- 1	36-- 5	4-- 1	36-- 4
4	0-- 0	1-- 0	1-- 0	23-- 3	1-- 0	30-- 4
5	0-- 0	0-- 0	3-- 0	34-- 4	2-- 1	31-- 4
	475	794	475	794	475	794

Membership in Associations

Even though all but six of the geography institutes fell separately or collectively into Code 4-5, it is still disappointing that so few participants belonged to geographic organizations. Only 36 out of the total number attending institutes in geography this summer belonged to the National Council for Geographic Education and 20 to the Association of American Geographers. One hundred ten belonged to the National Council for the Social Studies. Over half of the participants were members of the National Education Association. A matter of concern to the profession and to individual institute personnel is whether the impact of the institute experience will stimulate a substantial number to join professional geographic organizations, and also, the degree to which the professional bodies can draw these individuals to them in the months ahead.

Degree Preparation

The Bachelors degree was the highest degree earned for 60% of the participants, the remaining 40% having earned Masters degrees. Thirty-five per cent of the Bachelors degrees were in the social sciences (nearly half of which were in the field of history) and 46% were in education and social studies. The remaining 19% were majors in the humanities, sciences, and vocational areas of study. In comparison, the major fields of study for obtaining Masters degrees were 20% in the social sciences (half in the field of history) and 75% in education and social studies. Again, the remainder were in the other fields previously mentioned. Eight per cent of the Bachelors degrees in the social sciences category were in geography and 25% of the Masters degrees in the social sciences were in geography.

Participant Workload

A sample study was made of weekly schedules followed by the participants. This was compared with a logging of participant schedules as estimated by institute graduate assistants. The greatest differences in the schedules of the participants and those prepared by the graduate assistants lay in the amounts of time devoted to study to be expected, since assistants could not account for week ends. Comparisons in selected institutes between participants' actual study time allotments (averaged) and those of the assistants revealed comparable figures in half of these institutes, over-estimation by assistants in one-quarter (e.g., Institute A, 22 to actual 15 hours; Institute B, 15 to actual 7 hours), and underestimation in one-quarter (e.g., Institute C, 18 to actual 45 hours; Institute D, zero to actual 4 hours).

Insofar as actual scheduling was concerned, there were wide variations in time apportioned for study from institute to institute. One university, for example, had students reporting a total of 49 hours out of a 112-hour base; another had participants reporting 7 hours out of a 65-hour base for their scheduled course work.

Variations in use of study time by participants within institutes was also considerable, from the average base of 23 hours per week for all participants.

Dimension 7

Evaluation and Accreditation

This dimension is a synthesis of testing-grading-accreditation problems, policies, and procedures based upon the 20 geography teacher training institutes visited by the evaluation team during the summer of 1965.

Accreditation of a participant's program may seem to occupy a minor place in the educator's mind as compared with the major objective of upgrading the teacher's competence and confidence in the classroom. Yet, it can be--and often is--of specific concern--to the participant himself, to the staff of the institute, to the administration of the institution involved, to agencies of certification, and to the participant's principal and superintendent. Accordingly, a report on institute evaluation experiences with accreditation policies, tests, and grading practices should be of value to future directors and other administrators concerned with an institute program.

Accreditation

Graduate credit was validated for all institutes visited by the evaluators, except in the case of two which had announced at the outset that there would be

no credit--only a certificate would be issued for whatever purpose it might serve. One granted credit with reservation it could not be applied toward an advanced degree in geography at the university. Another allowed the application of credit towards a graduate major in geography.

Granting of credit is at the discretion of the institute's institution. Important as graduate credit may be to the participant, the Office of Education does not require that the institute grant such credit; nor does it require participant's registration for credit, even if the institute decides to grant credit. Those who contemplate proposals for institutes would do well to observe the following extract from Title XI NDEA Institutes for Advanced Study: A Manual for the Preparation of Proposals, Summer 1966, Academic Year 1966-67:

> "The director of the institute, in cooperation with the graduate dean or other college, should determine whether or not graduate credit is to be given and on what basis. Some institutions may wish to allow credit for participation in the program as a whole but to refrain from assigning credit for individual courses, thus eliminating the need for final examinations in those courses. In such cases, the entire institute staff, working as a committee, may evaluate the progress of an individual and allow for credit accordingly." (p.8)

Testing

There are no NDEA prescriptions for examinations as to kind or number. The NDEA manual indicates the matter of examinations is entirely at the discretion of the director. It suggests: "When appropriate, placement tests may be given during the first days of the institute, to help determine the degree to which individual attention is needed. In accordance with the policies of the institution and the goals of the institute, each director may determine the use and frequency of course examinations and the method of grading." (p.8)

What were the practices in this connection in the summer of 1965? Pre-post tests were reported in three instances; several gave systematic term tests. Implicitly, finals were given in greater number, but at time of visitations, six specifically reported intent to give such.

Tests were typically objective (true-false; multiple choice). Teaching teachers by example how to construct conceptual essay examinations was conspicuously lacking. On the other hand there was heavy reliance on written work of some kind--papers on an assigned topic or problems, or field report--which took the place of tests in whole or in part for achievement evaluation, following the traditional graduate course or seminar pattern.

Should participants themselves be involved in a testing policy--deciding upon whether there are to be tests at all, on what the tests should be or should not be, and if tests, then what type? Should the entire institute curriculum be so constructed that tests (and credit) be given for successive sections of it, or only as a unit course? These are matters for each institute to decide. Letting participants decide the testing system is not recommended.

Grading

As one director put it, "If credit is to be given, there must be grades; and, if grades (especially the conventional letter grades), there must be appropriate testing." The typical situation of the institute participant is that he seeks graduate credit (often definitely needs it), but dislikes being tested for such. More

defections against the institute program resulted from this apparent paradox than from any other. Another problem in many cases was the participant's uncertainty of the grading system. Some directors belatedly acted on this. As a matter of fact, the issue of grades and credit was a "morale" factor of critical consequence in institute operations. It had practical significance for those who needed graduate credit for its own sake, or for re-certification, or advanced certification.

The grading system when announced often came in for criticism: "Why should an 'abnormal' group be graded by a 'normal' curve?" Or a paraphrasing of this: "Why should we be given the 'Bell Curve' treatment?" Still another problem: There was widespread complaint that, just as there was often a belated announcement of what the grading system was like, so return of papers to be graded was likewise done belatedly. This inattention aggravated frustration on the part of those particularly whose geography course backgrounds were decidedly inferior to others who had two or three or four times their preparation, and therefore felt they were placed in unfair competition with the rest of the class. In the "C" or lower class, this group felt, however hard they worked, they were destined to failure as a graduate student. Incidentally, not only the type of student just mentioned, but many, many others well above average found assignments in nearly all the institutes so challenging in amount and kind that there was little time, if any, for relaxation, even on week ends. Thus, it often became next to impossible for a "C" (at mid-term) to "redeem" himself, as new assignments week by week, often by new incoming instructors, kept piling it on top of his still incompleted assignments in lecture, in lab, and in field work.

Grading systems can hardly be said to follow a pattern. They varied apparently as much as any single feature of the institute. Several were so simple as to be based solely on one exam, or paper, or field trip. Others consisted of a combination of several of these, in three cases including pre-post tests. Another provided for five exams--each under a different instructor, grades then averaged by the director. Still another provided a percentage distribution of 10% term tests, 20% term papers, 10% field report, 10% oral participation, and 50% on final examination.

Several institute faculties seriously questioned the wisdom of any grading policy--or even the granting of credits. This is based on the premise that an institute, unlike an ordinary class, course, or degree program, should be focused on a special teacher preparation objective with the ultimate goal of translating the knowledge and skills he has acquired to the level of his teaching, which is not primarily a substantive-grading matter. This point of view, on the participant's part, then, lets him focus all his attention toward gaining those insights and skills that best serve his teaching situation. So at least in one instance graduate credit was offered but no grade. Pre-test was given as well as several other tests, and grades issued only in code. Other forms of non-competitive grading seem to merit investigation, too.

Summary of Issues and Recommendations (Evaluation and Accreditation)

1. That proposals for NDEA institutes give careful consideration to the matter of accreditation. The program may be set up, with or without credit; but whatever be the decision, proper announcement should be made in the brochure and letter to the participant.
2. That testing and accrediting policies be fully explained at the opening of the term. Spirit of institute work suffered the past summer as a result, in many cases, of lack of a clear understanding of the testing, grading, and crediting systems.

3. That testing has been of the objective type. Is not one of the primary functions of the institute to train teachers how to construct and use essay type of tests useful in teaching conceptual writing? The institute may also profit from using the institution's testing service where such is available.
4. Grading has been variously based on single or multiple factors. Since accreditation is normally on the graduate level, the work done, the testing, and grading should also be on the graduate level.
5. The institute may wish to deviate from the conventional letter scale of gradation, merely placing the participant into one of two groups--C and B, (or satisfactory and unsatisfactory) with primary emphasis on certification evaluation.
6. That, from the standpoint of grading, as well as from the needs of curriculum content, directors be advised to narrow down the range of background geography course training possessed by the applicants. Experience has shown that too wide a spread of competency has been responsible perhaps more than any other single factor for grade gripes and general group discontent.

Dimension 8

Discharge of Social Responsibilities

In Title XI, NDEA Institutes for Advanced Study: A Manual for the Preparation of Proposals, Summer 1966, Academic Year 1966-67, released by the U.S. Office of Education, social and informal activities of an institute are recognized as making a major contribution to the success of an institute. A review of the informal social and recreational programs of the institutes held this summer indicates a very wide range of compliance with this part of the directive issued by the U.S. Office of Education last year. At nine of the 20 institutes visited by the evaluation team, practically no attention was given to the planning of informal activities. Other institutes gave this elaborate attention. Picnics, organized softball teams, golf and bowling tournaments, group attendance at musicals, institute newsletters, regularly reserved rooms for eating lunch together, and final-week banquets are examples of the diverse activities that were planned generally by joint faculty-participant committees.

Certainly for some institutes it was quite an impractical matter to arrange any extensive social or recreational program. For others there was an obvious need for prearranged activities. The main justification for planning such a program is that such formal or informal group activities will enhance significantly the fulfillment of institute objectives, will contribute to the learning process, and will have a favorable influence on participant morale.

A study of participant responses to questions about the informal part of the institute program reveals favorable endorsement of such activities in those institutes where they were held. Generally, however, the participants preferred that such activities be purely voluntary and that they be planned in such a way as to create a minimum of interference with family or assigned institute responsibilities. Scheduling social activities carefully in advance to avoid conflicts with such events as examinations and week-end family trips met with strong participant approval. Participant responses from at least one institute which had no social program were highly critical of this oversight.

For future institutes, the matter of social and informal activities should be given careful attention. Certainly a regrettable error will be made if arrangements of some kind are not made to stimulate group interaction. The possibilities

for doing something will necessarily vary greatly from place to place. Institutes located in large urban centers will certainly not be able to plan the same kind of activities as those located in small college cities. For some institutes other approaches may be warranted. In planning for these social and informal activities, directors should be sure to note that institute funds cannot be used to support them. This past year at least one institute announced in its brochure that a fee of from five to seven dollars might be assessed to cover "costs of social and recreational activities of the institute." Participant response to this assessment was quite favorable.

STAFF AND PARTICIPANT QUESTIONNAIRE COMMENTS

Staff Recommendations for 1966 Institutes

Staff recommendations are more likely to reflect weak spots rather than strong spots for any particular institute. It is not unlikely, however, that the sources of most recommendations were from staff members at the strongest institutes. The common recommendations had to do with administrative procedures, the curriculum, and grading policies.

Staff Structure. It was usually noted that the director needs help--either in more assistants, more time off, more pay, and/or more guidance from USOE. Many wanted more opportunity to make plans and coordinate instruction. A few urged more deliberate steps be taken toward participant-staff articulation.

Curriculum. There were some recommendations opposing each other with regard to course content. Some staff were outspoken in the belief that the main offering should be introductory geography. Others seemed to feel as strongly that the institutes should concentrate on systematic geography, with careful screening to keep out the unprepared participant. Still others urged attention to the how and why of teaching geography in the schools. Of course, some recommended greater attention to all three areas. Clearly, there were different perceptions as to what an institute curriculum could be, and should be. There was substantial agreement favoring laboratory work and field trips.

Grades and Credit. Many staff members acknowledged the problems concerning graduate credit and course marks. Some, but not all, recommended lessening the pressure, but did not indicate how this should be done. Several stated flatly that no graduate credit should be allowed for institute participation.

All in all, the staff recommendations were supportive of the NDEA Institute Program. Most believed the program objectives were highly worthy, though many disagreed as to how objectives should be pursued.

There were many suggestions, some quite unique and mentioned just once. For example:

a) The participants should be paid smaller stipends.
b) There should be more emphasis on history.
c) There should be no visits from evaluators.
d) Participant applications should be assembled by one panel and assigned to an appropriate institute.
e) There should be no organized coffee breaks.

Staff Comments

Objectives:

"Insure that the director has outlined proposals from each section of the institute so that he can reconcile them (if necessary) with the aims of the institute."

"You might consider a decision as to what the proper balance between course content and teaching methods should be. The teacher is more concerned with collecting a series of ideas she can use in the classroom than she is in content."

"Make the participants live in. Despite the gripes you will read on the students' evaluation sheets, it works. We had a fine interracial group and no trouble."

"The problem of long distance commuting should be definitely eliminated. Time spent by some in buses, trains and automobiles can be more profitably used in the library--this is what institutes are for."

Staff Structure:

"Institute staff members should be selected (a) on qualifications as teachers of geography willing to prepare specifically for the institutes, keeping in mind its unique purposes--not pulling notes for lectures from some course for a full quarter and crowding vast quantities of detailed information into a too-limited period of time; (b) on qualifications as cooperative team participants. Without mutual respect and willingness to plan together in detail, supporting each other's efforts in all aspects of the institute, a truly effective functioning of the institute can not be expected."

"At least one member of the staff should devote full-time to administration--we were over-worked because we attempted to integrate directorship and full-teaching load--over load, when performed, should be recognized and compensated for."

"Securing qualified staff for both institute work and own summer school programs is extremely difficult. In fact the existence of the geography institutes here has ruined our own summer school program. Could not a list of those qualified geographers willing to undertake various types of summer teaching be made available, together with the regional and topical specialty of the person? It is disheartening to establish one program to advance geographic knowledge only to ruin another."

"A position of librarian should be established to support a distribution of materials without putting undue pressure on regular librarians."

"I believe that the staff should be kept relatively small and that all participants should agree upon the objective, contents, and structure of the program well in advance of its beginning. The former of these two recommendations varied markedly from our present situation."

Instructional Strategies:

"I felt that our own proposal set up too much formal classroom participation and we gave up our night sesions. Otherwise the system of instruction seems to me to be adequate. With more time for planning, better visual aids and library facilities can be arranged."

"Field trip--with rapport--should be an important part in scheduling activities."

"I suggest that two types--possibly a two-year workshop--be set up. The first type for a year should be teaching fundamentals. The second year should be more specialized or advanced. No credit toward a graduate degree should be given the first year. The top 50% of the class would automatically be invited back to the second year with the other 50% being selected from people majoring in geography."

Curriculum Content:

"Forget the frills and fancy trimmings and present a followed freshman-leveled course in principles, to be replaced alternate years with a comprehensive regional course on any continent selected, or perhaps eastern or western hemisphere."

"Reorganization of the institute curriculum to emphasize basic 'principles' courses (e.g., physical, social, economic geography) at introductory levels."

"The student should not be taught methods of teaching... A considerable effort should be made in all institutes to acquaint the participants with instructional materials on the elementary and secondary levels which will help them in teaching the appropriate concepts and skills..."

"Provide several advance institutes concerned solely with subject-matter presentation and activities."

"I believe I speak for the other members of the instructional staff of our institute when I say that we are not equipped to discuss the application of various skills and concepts at the different grade levels. Although several of us have backgrounds in elementary and secondary education, all of our recent teaching experience has been at the university level."

"For my own part, I think some further emphasis on the application of ideas in geography to teaching at the various levels would be useful. The emphasis on content should not be reduced, however. Perhaps this could be best implemented through directed discussion among the participants."

Participant Selection:

"I am in favor of having the institute members take at least some regular summer session courses in direct competition for grades with non-institute members, despite the administrative difficulties such as this procedure creates. It avoids the prospect of alienation from the academic world, something the teachers are continually threatened by. Worrying about tests and grades bothers them, but my impression is that they work harder, learn more, and ultimately are exhilarated by the experience."

"Group participants with approximately equal abilities (if possible) or divide an institute into 'streams' based on experience and ability."

"Field work sessions wherein students actually map, classify, record, are more valuable instructionally, than field 'trips' in the same amount of time."

"Each visiting lecturer should prepare a handout summarizing his contribution."

"Laboratory sessions daily are in my opinion essential."

"Allow more free time in the afternoon for reading and research. But still keep the institute a rigorous experience for the student."

"All programs seem very satisfactory and I would recommend no changes for the 1966 year."

Social Responsibilities:

"It should be made abundantly clear that an institute to upgrade the teachers' knowledge to the content of geography is going to be six weeks of hard work. Emphasis should be put on the content of the institute rather than the social possibilities of the campus; nevertheless, social meetings in the institute could be effectively used as balancing weight to the work load."

"Do not plan too much contact time for staff and participants--(a) participants have been screened and are generally very conscientious, they will work on their own. (b) If the proper rapport esists between staff and participants, many informal get-togethers will take place. These prove to be most profitable."

"Time should be provided for out-of-class contact with instructors in form of 'proseminars' or 'discussions', where opinions can be explored and experiences shared."

"There should be no 'workshops' or 'coffee sessions' as part of the formal structure."

"Social gatherings are a must and should be a regular part of the planned agenda."

Evaluation and Accreditation:

"Testing should be handled in such a way as to not bring undue pressure on participants and thereby cause memorization of material."

"Institutes should not be tied to exams and credits due to diversity of background of participants. This would result in more freedom of expression, and take away some psychological pressures. An institute should be more of an enrichment course than a 'graduate' credit course."

"The main problem is giving the teachers the help they need and still giving them advanced college credits. I wish I knew the answer to that one. As long as school boards demand credits, we'll have to give it. Many of my students who wanted graduate credit couldn't earn it--but I am sure they learned much they could use from the institute."

Participant Recommendations for 1966 Institutes

Every student participant in the survey sample was asked for his recommendations concerning the 1966 Summer Institutes in the light of his experiences in the current one. Admittedly most participants lack the overall view and the maturity of judgment which the planners of the institutes have, but this does not mean that their comments are of little value. Participants have been necessarily conscious of the operational objectives and the effects of activities upon the participants--others as well as themselves. On the other hand, no attempt has been made to make a frequency count of suggestions, since the essence is impression as opposed to votes.

Those suggestions which came up repeatedly made a stronger impression on the evaluation team than did those which were exceedingly rare. However, the occasional rare one which seemed quite perceptive or showed real internal consistency was recorded. It should be expected that participant suggestions tended to deal with themselves, their peers, and their particular institute--not with the total institute program.

The participant recommendations for the most part fit well into the eight dimensions around which this evaluation report has been formed. In the body of this section of the report, participant suggestions are paraphrased with commentary under the dimension headings.

Operational Objectives versus Stated Objectives

Participants seldom put their comments in these terms, but by implication quite a number suggested that the stated objective of improvement of the teaching of geography in the school could be better accomplished if the staff were more aware of current teaching practices and problems in the schools. This type of comment was made especially about the elementary school level. In some cases this suggestion was made more "personal" by suggestion that the staff should have an individual conference with each participant within the first week or ten days of the institute in order to help determine what will most help him improve his teaching of geography. Even though it was recognized that completely individualized courses were impossible, it was felt that the objectives could be satisfied better operationally if such conferences were a systematic practice.

The only other comments directly related to this heading dealt with the participants' perception of the difference between "busy work" and learning. Participants across several institutes seemed to feel that the stated objectives were aborted by the repeated assignment of "map coloring" or "making overlays"

or "short reports which were not read" in excess of any learning benefit. It is true that the amount of such activity necessary to learning will vary widely across individuals, but perhaps closer attention should be paid to immediate feedback from such assignments in the interests of improving the operational objectives. The least that should be done in this connection is an emphasis on informing the participants of the real purposes (learning objectives) of each assignment.

Curriculum Content

Many of the participants' recommendations had to do with content, but by far the majority of these dealt with a handful of points. The participants coded as 4 or 5 for the most part felt that they had "learned much geography"--and in many cases they recommended a continuance of the emphasis on conceptual (as opposed to factual) learning. A noticeable number of them suggested more stress be placed upon the use of educational media for teaching the concepts; others, saying perhaps the same thing, Recommended more attention to sources of materials for their teaching.

Instructional Strategies

More of the comments were concerned with this dimension than with any other. A large proportion of these dealt with preparation of the participants for various activities. Such suggestions as: "Let the participants know more precisely (than we knew) at the beginning of the institute exactly what is expected." "There should be more preparation of the students before field trip." "The use of preview sheets for the next week--handed to students at the end of each week--would be very helpful." "A chance to know what readings (texts and articles) will be used before the institute begins would be useful."--suggestions such as these were common. Perhaps there was preview which the participants did not recognize as such, but--again--if they don't know it is preview, then it isn't. Also, in connection with this point it should be recognized that these first summer institutes were in many cases extremely rushed in final organization, and therefore, a preparation of participants which was impossible in 1965 may be more readily accomplished in subsequent institutes.

Closely associated with preview was the notion of "summary sessions." A *number of recommendations suggested that a half-day at the end of each week* should be set aside for summarizing (and discussing) the "large concepts." Others suggested that the final week of the institute should be held for summary and discussion.

More discussion time and less formal lecture, more reading and study time, and more use of panels and small group discussions were three very commonly recommended ideas. Again, some immediate feedback through conferences might help to make this rather difficult adjustment in time-balance. It was also suggested by participants from several institutes that laboratory work--or at least most of it--should be under supervision. The intent seemed to be that staff or assistant help should be readily available. Perhaps these were special cases in which the laboratory assistant had too frequently stepped out of the room.

Some rather parochial suggestions--although not limited to one institute--had to do with the starting time in the mornings. The general idea seemed to be that the students would rather have lecture discussion sessions beginning earlier (8:00-8:30) so that study time could come in a larger block at the end of the day. It is highly probable that this type of recommendation--or rather the desired hour of starting--is highly idiosyncratic, but it certainly has to do with

instructional (and learning) strategy. At least it would be well to check with the participants on preference.

Training in the Use of Educational Media

Apparently this dimension was of less interest (see comment under Curriculum Content) to the students than were other dimensions. This may be because they do not see media as very separate from the learning the media carry. There were a few suggestions--across several institutes--to the effect that special time (and space presumably) should be set aside to allow participants to gain greater familiarity with a breadth of media.

Staff

With the exception of the usual rather ephemeral but ubiquitous gripes about particular staff, the main load on this dimension had to do with "guest speakers." A repeated recommendation was that "guests" should be briefed on prior activities and learnings before they appear. Another suggested that great care should be taken to get "guests" who are highly relevant to ongoing activity.

One recommendation about permanent staff which appeared a noticeable number of times was that it would help if some members of the staff knew more about elementary and secondary schools and their problems. Part of this can be pure defenseiveness, but some such recommendations may mean that the participants did not perceive the staff as being interested in the types of problems and situations which participants faced. For most satisfactory learning, perhaps the perception is more important than the fact in a case like this.

Participants

Two main comments came out of the participant recommendations concerning selection or handling of participants. Both of them concern the heterogeneity of the groups they found themselves competing against. The recommendation was made repeatedly that either the participants be selected with approximately equivalent backgrounds in geography, or that they be sectioned within the institute on that basis. The other recommendation was similar but dealt with the characteristic teaching level. Many participants felt that elementary teachers and secondary teachers should have different treatments, although quite a few believed that systematic discussions and a few lectures and labs, set aside specifically for secondary or for elementary within the institute, would vastly improve things.

Evaluation and Accreditation

Time and again participants recommended that less time be spent on taking tests in the institute. As one put it, "Since the tests stressed factual material and came so frequently, it was almost impossible to concentrate on learning the larger concepts of geography." This particular quote focuses on a certain type of test--not all tests have to be limited to factual material--but it also indicates that frequency of testing detracts from the learning operation. Some suggested that perhaps credit should not be given if giving credit required "all that testing." It was recommended that "less emphasis be put on grades." Several participants suggested that those in future institutes be treated "like adults who are spending a lot of time trying to improve their professional skills." There surely

is a balance between not giving credit on the one hand and giving tests excessively for fineness of grading on the other. The participants sampled seemed to feel that the latter was exceedingly undesirable.

Social Responsibilities

There were many recommendations that there should be participant-staff social affairs early in the institute sessions--not at the tail end of the time. It was suggested by several that the families (or at least the spouses) of the participants should be involved in one or two social affairs. In this same area of concern, many recommended that--if at all possible--on-campus housing be provided for families. From comments made, the idea seemed to be to make the situation more of a community one than they perceived their situation to have been.

In summary, there may be many ways of explaining away the participant recommendations as purely personal, or as lacking in overall view, but they do reflect some of the needs of participants who are interested in improving their professional knowledge and skills. They should be considered by the person who is proposing an institute, and certainly they suggest that one who has an institute would do well to obtain feedback on such perceptions throughout the institute period.

Participant Comments

Objectives:

"Organize the course so that major themes are stressed in regional studies."

"Although the NDEA objective is content rather than 'how to teach' some effort should be made to provide examples of techniques in presenting this material. To me this is just as important as what to teach."

Curriculum Content:

"I'm sold on the organizational pattern of having a content section and a methods section especially when they stay together on the material covered."

"More use of participants' experience and knowledge of teaching in actual elementary and secondary situations."

"If they can't figure out any better ways to help us present the material, just drop the methods part altogether and teach us more about the content, and leave us to our own resources in presenting it."

Instructional Strategies:

"Would suggest at least one full day spent listening to professional geographers talk about their special fields, their problems, their classroom situations."

"Start the institute earlier in the morning – close earlier in the afternoon."

"Plan to use the last week to tie together things discussed during institute on a discussion basis rather than having lectures, labs, etc. up until the last."

"Alternate labs so that participants are not with the same group in lab all summer."

"Suggest that after 5 hours in class each day, and with an abundance of work assigned, some of the night lectures be omitted. It has been difficult to keep up, or catch up when the schedule is so rigid."

"The field trip was a highlight. I would include more if well planned."

"Do not hand out questions with correct answers to be used to study for tests on same questions."

"More specific instructions from those in charge of the institute as to tests, field trips, and other general information."

"Use the later part of the course to tie together broad concepts that were dwelled on in first few weeks."

"Plan fewer long nightly meetings. (We had two nights per week.)"

Educational Media:

"Explore the possibility of having the successful applicants get a commitment of money from their geography departments to purchase new materials for their department if the situation arises."

"Greater exposure to audio-visual materials and teaching aids during the lab sessions."

"A little more time should be devoted to the different types of visual aids and use of different types of visual aid equipment."

"If quantitative methods are to be emphasized, it should be explained by showing data via an overhead projector, rather than by making us read something we do not understand."

"More time spent on visual aids and techniques. We had very little."

Staff Structure:

"The staff selected should not only be well qualified geographers but also aware of the needs of classroom teachers."

"Eliminate the guest lecturers, or be more selective or have a better objective for inviting one."

"Why not use institute directors more? It seems as though talent may be being wasted."

"Perhaps fewer guest lecturers could be brought in and those selected could remain for longer periods. I, however, certainly appreciate this year's intent--to bring in several with varied background."

"The staff should consist of at least one successful and highly qualified classroom teacher (grade 1-12)."

"Eliminate the resource persons as lecturers and employ them as discussion session or panel members."

"Be sure the communication between visiting professor and director is clear, so that each is aware of what has been covered and what has not."

"Do not let institute participants hear staff members 'cutting' other staff members or other school officials."

Participants:

"The first six weeks were a period of floundering in which members felt humiliated and belittled and this has overshadowed the institute."

"Universities requesting institutes should commit themselves to provide facilities that are conducive to learning."

"Permit participants to reside off campus if they desire."

"Have all participants stay on campus."

"Every teacher in an institute should be given proper dignity and never be belittled to the group."

"Drop participants with a negative attitude toward the program. They hold the group back."

Evaluation and Accreditation:

"Testing Program: This is the first class I've taken that has been pressure-free and I enjoyed it. This practice should be continued but at the discretion of the professor."

"If a pre-test is given to determine geographical knowledge, use results of test for proper grouping instead of merely posting grades."

"All written assignments should be discussed after grading by professor who graded and writers to find out errors."

"Reduce the emphasis on testing. Six exams tend to promote the wrong objective (studying for grades rather than a more profitable discriminating selection of those aspects which would be most helpful in your own classroom situation)."

"Recommend directing the institute to a more homogeneous group."

"Please send questionnaire at close of 1965-66 school year for more accurate evaluation."

"Put less emphasis on tests. Have fewer tests during the summer. I feel that we have had entirely too many. You tend to feel all you are doing is cramming."

"A participant follow-up by institute (6 months to 1 year later) to measure the experiences of participants in the presentation of the new concepts."

"Have some means of evaluating the institute mid-point by the staff, to bring problems to light early."

Social Responsibilities:

"Have some informal social hour early in the program to let students become more familiar with instructors, and to relax the 'barrier'."

"Provide some social activities for the group. Provide time too. This has been a problem here."

SURVEY SUMMARIES

Institute Directors: Questions and Responses

1. How effectively have the topics and the materials presented by outside visiting lecturers been tied in with the general themes of the summer institute program?
   - a. Fully effective 9
   - b. Partly effective 10
   - c. Ineffective 0
   - Omitted item 1

2. How much attention has been directed toward the teaching skills involved?
   - a. Much attention 9
   - b. Some attention 7
   - c. No attention 3
   - Omitted item 1

3. What are your opinions as to your work load assignments?
   - a. Unjustifiably excessive 3
   - b. Heavy, but welcome in light of institute objectives 15
   - c. Average 1
   - d. Light 0
   - Omitted item 1

4. What are your opinions as to the degree of your contacts with institute students?

a. Unnecessarily close	0
b. Unusually close, but welcome in the light of institute objectives	12
c. Average	7
d. Light	0
Omitted item	1

Institute Staff Members: Questions and Responses

1. How effectively have the topics and the materials presented by outside visiting lecturers been tied with the general themes of the summer institute program?

a. Fully effective	12
b. Partly effective	8
c. Ineffective	0

2. Were substantial adjustments in your plans for lectures and other work required after you determined the levels of your student-participants?

a. Very many	1
b. Many	2
c. Some, but not excessive	9
d. Few	8

3. How much attention have you directed toward the teaching skills involved?

a. Much attention	6
b. Some attention	10
c. No attention	3
No response	1

4. What are your opinions as to your work load assignment?

a. Unjustifiably excessive	1
b. Heavy, but welcome in light of institute objectives	9
c. Average	10
d. Light	0

5. What are your opinions as to the degree of your contacts with institute students?

a. Unnecessarily close	1
b. Unusually close, but welcome in the light of institute objectives	10
c. Average	7
d. Light	2

Institute Participants: Questions and Responses

1. Considering the premise that participation in this institute meant total commitment to the institute program and presentation of material in a fully integrated fashion, how does this institute compare with summer school work in geography, NSF conferences in geography (or related fields), workshops, seminars or institutes (including in-service in geography at the state and local levels,) which you have attended?

a. Favorably	280	(88%)
b. Unfavorably	38	(12%)
c. No basis for comparison	407	
Omitted item	13	

2. How has this institute compared with your expectations for it?

a. Favorably	569	(80%)
b. Unfavorably	142	(20%)
Omitted item	27	

3. Has the material presented and discussed during the institute seemed relevant in terms of the institute's major objective of improving your professional qualifications for the teaching of geography?

a. Yes	665	(92%)
b. No	60	(8%)
Omitted item	13	

4. Are you satisfied with the amount of contact you have had as an individual with members of the staff?

a. Yes	582	(86%)
b. No	92	(14%)
c. Indifferent	54	
Omitted item	10	

Of 766 students who received this questionnaire, 28 did not return it and 738 did. In descending degree of acceptance, therefore, one can conclude from the above that:

1. Materials were highly relevant.
2. Institutes were superior to comparable educational experiences.
3. Contact with staff was satisfactory.
4. Institute compared favorably with expectations.

From the somewhat less favorable expectations response ratio, it may be inferred that there had been a tendency to "oversell" the institutes.

Some Selected Contingencies among the Twenty Institutes Evaluated

1. Institutes with higher enrollments tended to enroll more participants proportionately from a national population than did the smaller institutes. Phi=.46
2. Larger institutes with regard to enrollment tended to be more oriented toward teachers from elementary schools than smaller institutes. Phi=-.29
3. Institutes aimed at high school teachers apparently had a more homogeneous group of teachers with regard to grades at which they taught. Phi=-.70
4. The duration of the institute was not related to the general efficiency of the institute as perceived by the visiting evaluators. Phi=-.05
5. There was no apparent relationship between the size of the institute and the effectiveness with which the outside lecturers were used, as seen both by the directors and their staffs. Phi=.00; .04
6. There was no apparent relationship between the homogeneity of the teacher group, as to the levels at which they taught, and the degree to which these teachers spent their unscheduled hours together. Phi =.01
7. There was a slight correlation between the length of the institute and the degree to which the teacher-participants spent their unscheduled hours together. Phi =.24
8. There was no apparent correlation between the length of the institute and the effort made to demonstrate that geography is a distinguished scholarly discipline. Phi=-.05

9. The distance that participants travelled from their permanent homes was correlated with the degree to which they spent their unscheduled hours together, but inversely. The more national the participant group, the less they spent outside hours together. Phi=-.54
10. The general expression of satisfaction with the institute by students (teacher-participants) was correlated with whether or not the institute was at an urban university. Institutes in major metropolitan areas were found to have higher incidence of dissatisfaction. Phi=-.42
visiting evaluators as to the general value of the program. Phi=-.03
11. The size of the institute was not seen to be an important factor by the visiting evaluators as to the general value of the program. Phi=-.03
12. In urban-located institutes the student had a greater preference for living off-campus and commuting. Phi =.42
13. There was only a moderate agreement between directors and their staffs as to how much attention in the institute was given to the development of teaching skills, the director assuming that greater attention was provided. Phi=.36
14. There was fair agreement between directors and their staffs as to whether or not the contacts with students were unusually close. That is to say, if the director responded that the contacts were unusually close, his staff members were more likely than not to say so too. Phi=.49
15. The contact with students as seen by the staff was not apparently a function of the size of the institute group. Phi=.12
16. The directors said about the same thing. Phi =-.17
17. The larger the institute the less the emphasis on geography as a distinguished scholarly discipline, at least as this emphasis was perceived by the visiting evaluators. Phi=-.41
18. The visiting evaluators had the impression that the more prominent the geographer who directed the institute, the more efficient was the administration of it. Phi =.37
19. There appeared to be a rather striking relationship between the prominence of the director and the degree to which geography was emphasized as a distinguished scholarly discipline. Phi=.79

The On- Versus Off-Campus Issue

What difference did it make to have participants living on the campus? 314 did, 259 did not, of 573 who answered one questionnaire. That is, if these 573 were representative, and we have no basis for thinking they were not, 55% lived on campus.

Of those who lived on campus 82% indicated they had satisfactory contact with the institute staff. Of those who lived off campus 79% indicated they had satisfactory contact. Saying the same thing another way, there was a correlation of only .01 between summer residence and contact with staff. The three percent difference should not be considered a statistically significant difference.

Of those who lived on campus 79% indicated that the institute compared favorably with what they expected it to be; of those who lived off campus 76% so indicated.

Of those who lived on campus and said they had been to previous institutes, workshops, etc., 91% indicated the NDEA institute compared favorably to the other experiences. 88% of the students who lived off campus so indicated.

Of those who lived OFF campus 16 percent indicated that it prevented them from knowing other participants as well as they would like.

Of those who lived OFF campus 22 percent indicated that it prevented them from using library and departmental facilities as well as they would like.

Of those who lived OFF campus 73 percent indicated they preferred it that way. Of those who lived on campus 80 percent indicated they preferred it that way.

Of those who lived on campus 48 percent were in the upper half of their institute classes with respect to overall grades. Of those who lived OFF campus 52 percent were in the upper half of their classes.

On the basis of the information looked at to date, there is no apparent basis for a recommendation that participants be compelled to live on campus or off campus, especially in the case of married individuals who are living with their families during the institute period. In great measure, the desirability of on-campus residence would appear to relate to the weight given by the institute to independent study and educational media projects, and to group discussions.